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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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

[illegible]

I. School Information

A. School Mission and Vision

Provide the school's mission statement

We strive to educate students and to assist them in realizing their full potential as responsible, productive, contributing members of society by providing an educational environment in which students are challenged, excellence is expected, and differences are valued.

Provide the school's vision statement

Reaching our potential.

B. School Leadership Team

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

Kristy Johnson

Position Title

Principal

Job Duties and Responsibilities

Building principal works closely with leadership team and each staff member to ensure that our school is providing a quality education for both academics and the teaching of replacement behaviors on a campus that is student centered and success focused. This includes ensuring adequate representation on the SIP team, working with all staff members to ensure that the school is reaching the needs of each student and monitoring our staff and our procedures for alignment with state and district procedures.

Leadership Team Member #2

Employee's Name

Jon Arritt

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal at CHC provides critical support and counsel on overseeing the school environment and the task assignments of various staff members. He also works with teachers to implement a research based and standards-based curriculum, utilizing required core and appropriate and vetted supplementary materials. As part of the leadership team, the AP also works to support staff in all aspects of teaching students on a center school campus.

Leadership Team Member #3**Employee's Name**

Eliot Underhill

Position Title

Dean

Job Duties and Responsibilities

Our school Dean oversees our disciplinary system utilized by the district while maintaining a focus on disability related behaviors and supporting staff in the teaching of replacement behaviors. As a member of the leadership team, he also works to maintain a stable academic environment and support the needs of staff as they work with students displaying emotional and behavioral challenges.

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

Daniel Melvin

Position Title

ESE Teacher

Job Duties and Responsibilities

In addition to teaching, Daniel Melvin is the PBIS Facilitator, and has the responsibility of managing monthly meetings, organizing fundraisers for PBIS, and promoting a positive culture on campus. Dan is an integral part of the school SIP team and gathers input from all teacher and staff stakeholders throughout the year. This data is used to develop or revise school and programmatic procedures and to inform the SIP planning.

Leadership Team Member #5**Employee's Name**

Tracy Davis

Position Title

ESE Liaison

Job Duties and Responsibilities

The ESE liaison at a center school is responsible for working with instructional staff to facilitate the development and full implementation of IEPs. She provides on-going training in these areas and is a part of the school leadership team working to support staff and students.

Leadership Team Member #6

Employee's Name

Jessi Bailey

Position Title

Instructional Staff- SANDS campus

Job Duties and Responsibilities

As in instructional staff member at the center school, Jessi works daily with students who may at times exhibit maladaptive behaviors that are an impediment to instruction. Her insight and skill in shaping behavior and supporting students in crisis are valuable in supporting a student centered campus.

Leadership Team Member #7

Employee's Name

Brooke Williams

Position Title

Behavior Specialist

Job Duties and Responsibilities

Our school based behavior specialist assists the classroom teachers in the development and implementation of behavior plans at all tiers, particularly Tier 3 Positive behavior intervention plans. She provides job embedded coaching and formal and informal training through modeling of interventions and on-going data collection.

Leadership Team Member #8

Employee's Name

Heidi Strand

Position Title

Specials Area Teacher/ Clin Ed certified Teacher

Job Duties and Responsibilities

The specials area for our students at Charlotte Harbor may be an area of strength for many of our students. In these settings they are exposed to activities and opportunities for social and emotional growth and enrichment. Ms. Strand represents these special areas to ensure that there is continuity

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

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

In the 23-24 school year, staff and students were surveyed by members of the school leadership team and this data was discussed as part of the SIP development. The school advisory council is also used to gather input and is consulted at monthly meetings regarding the school improvement plan. The council includes administration, teachers, support staff, and student families.

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

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION PK-12
PRIMARY SERVICE TYPE (PER MSID FILE)	SPECIAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	36.4%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* WHITE STUDENTS (WHT)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL IMPROVEMENT RATING HISTORY	2023-24: 2022-23: * 2021-22: MAINTAINING 2020-21: 2019-20:

Prior Year (2023-24) 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	
Absent 10% or more school days	1	2	3	6	4	1	7	6	6	36
One or more suspensions	1	1	2	8	5	4	6	9	6	42
Course failure in ELA				4	4		5	6	2	21
Course failure in Math				4	4	1	7	7	5	28
Level 1 on statewide ELA assessment					3	1	3	3	3	13
Level 1 on statewide Math assessment					1	1	4	2	2	10
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

Prior Year (2023-24) 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	1	1	2	6	4	1	7	7	6	35

Prior Year (2023-24) 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				3		5	2		5	15
Students retained two or more times									2	2

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 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	
Absent 10% or more school days	4	7	4	7	22
One or more suspensions	1	3	2	1	7
Course failure in English Language Arts (ELA)	0	1	3	0	4
Course failure in Math	0	3	2	1	6
Level 1 on statewide ELA assessment	3	8	7	6	24
Level 1 on statewide Algebra assessment	3	1	2	2	8

Current Year (2024-25)

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	3	7	4	2	16

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	0	0	2	2
Students retained two or more times	0	1	0	4	5

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

A. ESSA School, District, State Comparison

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.

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C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	16%	Yes	5	3
White Students	19%	Yes		
Economically Disadvantaged Students	22%	Yes	3	3

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%
Students With Disabilities	16%	Yes	4	2
Hispanic Students	0%	Yes	1	1
White Students	18%	Yes	2	2
Economically Disadvantaged Students	11%	Yes	2	2

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%
Students With Disabilities	21%	Yes	3	1
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students				
Hispanic Students				
Multiracial Students				
Pacific Islander Students				
White Students	27%	Yes	1	1
Economically Disadvantaged Students	20%	Yes	1	1

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. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	13%		35%		9%	20%		0%					
Students With Disabilities	14%		35%		10%	20%		0%					
White Students	16%		29%		15%	17%							
Economically Disadvantaged Students	17%		39%		12%	21%							

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	11%				12%			14%	22%				
Students With Disabilities	12%				15%			14%	22%				
Hispanic Students	0%												
White Students	13%				19%			21%					
Economically Disadvantaged Students	11%				8%			7%	1.7%				

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

GRADE	ELA	ACH.
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9
10	10	10
11	11	11
12	12	12

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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Math	3	10%	60%	-50%	60%	-50%
Ela	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
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	5	* 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.				
Math	4	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	5	* 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	5	* 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		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* 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?

Science showed the most improvement. The percentage of students testing at Level 1 went from 73.7% to 59.1%. Science also saw the largest growth in students testing at Level 3 or higher, going from 5.3% to 13.6%. Science was one of the targeted goals in our previous SIP, in which we embedded literacy instruction within the science curriculum.

Lowest Performance

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

Even though it showed notable improvement, Science has the highest percentage of students testing at a Level 1 with 59.1%. Science had the most room for improvement of any of the core four subjects at that time. One possible contributing factor to the low performance in this area as it relates to proficiency is inconsistency among instructional staff in fully implementing the core instruction in this area. Additionally, students with significant disabilities may struggle with the somewhat less structured components of hands on and project based learning that should accompany science instruction.

Greatest Decline

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

Math showed the greatest decline, with the number of students testing at Level 1 going from 50.9% to 56.4%. The number of students at Level 3 or higher declined from 27.2% to 14.5%, the most significant decline of Level 3 or higher in all subject areas. One factor that contributed to this decline was that although the teacher for this group was skilled at math instruction, there was room for improvement in building relationships and maintaining rigor of instruction.

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.

Science has the highest gap when compared the state average (33.9%). Science is also the only

subject among the core four that does not have any students testing above a Level 3. One possible contributing factor to the low performance in this area as it relates to proficiency is inconsistency among instructional staff in fully implementing the core instruction in this area. Additionally, students with significant disabilities may struggle with the somewhat less structured components of hands on and project based learning that should accompany science instruction. Any trends in this area are difficult to interpret, as it is not unusual to have a year with less than 10 students in this tested area.

EWS Areas of Concern

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

The Early Warning Data was most concerning with our 7th Grade students. They had the highest amount of Level 1 scores in both ELA and Math for all grade levels, with 11 students scoring a 1 in ELA and 10 students scoring a Level 1 in Math.

Highest Priorities

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

ELA

Science

Math

Students With Disabilities

Positive Culture and Environment

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

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

Instructional practice was chosen as an area of focus because Charlotte Harbor Center has more Level 1 students in all core subjects that the district and state average. We are also focusing on increasing learning gains for each individual student in each assessment. As a result, increasing student student engagement through the use of appropriate and relevant small group and individualized instruction that is aligned to Benchmark standards will provide more course content and more differentiated instruction in all areas. Doing this will increase opportunities for learning gains across the board and increased rigor, when paired with learning engagement strategies, will also help to reduce behavior issues and foster a culture of learning.

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.

23-24 SY data showed 13 students in grades K-8 scored a Lv 1 in ELA and LV 1 in Math. Current data has this number rising to 30 Lv 1 students in ELA and 30 in Math. While there was an increase in learning gains this year in ELA (from 19% in 21-22 to 35% in 23-24 SY), there was a decrease in Math learning gains (from 37% in 22-23SY to 20% in 23-24). Both LG percentages for the 23-24 SY are below the expected 41%.

By the end of the 24-25 SY, overall learning gains in ELA will increase by 7% and Math Learning gains will increaser by 10%.

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.

Collaborative Planning documentation/Notes will be used to monitor the increased alignment between instruction, curriculum and standards. The Principal or AP will attend each of these weekly meetings to facilitate this process and ensure that student data is at the center of the planning.

The formal and informal walk through processes will be used to monitor student engagement in the

classroom environment and allow the school based administration to determine where further coaching or professional learning may be needed.

Progress Monitoring Data of students will be reviewed with individual classroom teachers after PM 1 and 2 to determine if any changes need to be made to the current plan and to review if students are engaged to the extent needed to achieve the expected degree of rigor.

Person responsible for monitoring outcome

Kristy Johnson

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific

Person Monitoring:

Administration Staff

By When/Frequency:

Twice a Month

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

Administration will visit classrooms to observe the ongoing lessons and student engagement.

Action Step #3

Participation of 1-2 teachers in Flexible Grouping PLC

Person Monitoring:

Administrative Staff

By When/Frequency:

Per district schedule

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

Staff choosing to participate will have subs provided for participation in the district timeline events and 2 days during the year to write lesson plans to be shared with other staff.

Action Step #4

Ensure that staff understand the levels of MTSS and how each can be implemented in a center school.

Person Monitoring:

Administrative Staff

By When/Frequency:

When needed

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

Using the FL PBIS and MTSS websites, admin will review with staff the tiers of MTSS and when each should be used in a center school. The focus will be on classroom/Tier 1 and how to utilize flexible grouping to provide rigorous individual and small group instruction that is standards aligned.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)**Area of Focus Description and Rationale**

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

Every student at Charlotte Harbor Center has an IEP and an identified disability. Since each student has a diverse set of strength and weaknesses and our EBD/ behaviorally impaired students are at risk for drop-out, it is crucial to help them establish motivation for staying in school. Working with each individual student to establish and reach post-secondary goals is one avenue in remediating the motivational deficits to graduation. To reach this step, we will utilize the E's of the DSP and the Xello platform.

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.

Although we are a school rated on learning gains, our students will have the best chance for success when they are reading and writing and performing math at an adequate proficiency level. Having

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Establishing a Postsecondary Preparation Team

Person Monitoring:

Administration

By When/Frequency:

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

The Postsecondary Preparation team will consist of 3 staff members to represent the three pathways of enrollment, enlistment, and employment. The job coach will represent employment, the guidance counselor will represent enrollment, and a third staff member (preferably with a military background) will represent enlistment. These staff members will work under the guidance of the school based admin and in collaboration with classroom teachers will help connect students with resources, complete interviews, and other supports as needed.

Action Step #2

Completion of Career Surveys in Xello for juniors and seniors

Person Monitoring:

Postsecondary Preparation Team

By When/Frequency:

1 time, By December 2024

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

A survey will be completed either using Xello or other means (depending on student skill level) by homerooms to determine the aptitude of high school students in relation to the three potential pathways.

Action Step #3

Identify Pathways for Students

Person Monitoring:

Postsecondary Preparation Team

By When/Frequency:

By August 31st

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

The postsecondary preparation team will review the results and document which students seem ideal for which career path.

Action Step #4

Provide Student Pathway Support

Person Monitoring:

Postsecondary Preparation Team

By When/Frequency:

Throughout School Year

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

Team members will meet with students identified in their respective pathway and provide them with information and support on how to obtain their goals.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

CHC will implement SW PBIS with fidelity, including the documentation and consistent implementation of rules and procedures.

Rationale:

If every staff member has a copy of the CHC Rules and Procedures, it will make the information available to all staff. Frequent review would also increase intellectual familiarity with the contents as well. This will help staff to have the necessary knowledge to be consistent with the rules and procedures. This will lead to students being more consistently supported across campus.

Tier of Evidence-based Intervention:

Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:**Action Step #1**

Print and Distribute Copies of CHC Rules and Procedures

Person Monitoring:

Daniel Melvin

By When/Frequency:

August 8th, 2024

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

Daniel Melvin will, upon final approval of administration, produce copies of the CHC Rules and Procedures for all staff members and have them distributed at the "Welcome Back" meeting on August 8th to all teachers and paraprofessionals. Staff will also be made aware that their knowledge of these Rules and Procedures will be assessed quarterly.

Action Step #2

Quarterly Assessments of progress and staff recognition

Person Monitoring:

Daniel Melvin

By When/Frequency:

Quarterly

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

Assessments will be made and sent out to staff members and students on a quarterly basis to review their knowledge of the CHC Rules and Procedures (Student assessments will be only rules). Staff achieving 80% or higher on their assessments will be eligible for staff recognition.

Action Step #3

Rules Posters

Person Monitoring:

Daniel Melvin

By When/Frequency:

8/12/2024

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

Posters with the rules for each major section of campus will be created and posted.

VI. ATSI, TSI and CSI Resource Review

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

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