

School Improvement Plan: Internal Format
2018-2019

Part I: Current School Status

Supportive Environment

School Mission and Vision

- 1. Provide the school's mission statement.** To empower students with learning and learning-related disabilities to reach their full potential by providing a high-quality education in a stimulating, low-threat learning environment with a wide variety of services
- 2. Provide the school's vision/ purpose statement.** To prepare students to meet the academic, social, and emotional challenges encountered in everyday life and prepare them for a successful transition to middle and high school and post-secondary.

School Environment

- 1. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.** At Pepin Academies we learn about students' cultures and build relationships between all stake-holders through a variety of ways. We promote cultural awareness and celebrate individual needs of all students by creating opportunities for students to learn about various cultures and backgrounds. Teachers utilize demographic data, observations and interactions with their students to tailor lesson plans that incorporate culture for both represented and non-represented cultures. Relationships are fostered between students and staff through school programs (Positive Behavior Support Program and teacher mentoring, athletics, clubs, etc.), related services, and cooperative learning activities.
- 2. Describe how the school creates an environment where students feel safe and respected before, during and after school.** Pepin Academies strives to create a low-threat, therapeutic environment where students feel safe and respected at all times. We are a Positive Behavior Support School and set high expectations for all students. We practice positive reinforcement, which enhances student performance across contexts. Our staff is trained to respond consistently and appropriately when addressing student behavior and regularly communicate with families to report concerns. Students participate in bullying presentations throughout the school year. Pepin Academies has a zero tolerance for bullying. Students at Pepin are encouraged to advocate for themselves and their peers.
- 3. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.** Pepin Academies uses the Positive Behavior Support Program to promote expected behaviors within the school environment. PBS is used in all classrooms to ensure consistency and a thorough understanding of school-wide expectations. Training is provided to staff to through the year based on data, teacher input and needs assessment. Students in varying grade levels can earn incentives for demonstrating the three Pillars (Expectations) of Pepin Academies: Respect, Responsibility and Integrity. Elementary students earn character tokens, middle school students earn life skills dog tags, and high school students earn acts of kindness. These incentives reinforce positive behavior and reduce negative behaviors. Elementary students can use these incentives to purchase various items from our PBS Concession stand. In elementary, teachers monitor student behavior daily using a behavior checklist. Within our secondary grade levels, all teachers monitor student behavior using a quarterly checklist. Each semester, all students (3rd-12th) that demonstrate positive behavior 85% of the time, earn entrance into our PBS celebrations.

- 4. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**
- At Pepin Academies, we pride ourselves on creating a comprehensive program that focuses on, not only academics, but social skills and independent functioning.
 - As an ESE Center, each student has an Individualized Education Plan that addresses on their social-emotional needs. Teachers and support personnel monitor social-emotional goals and objectives monthly. This is reported to students and parents on a quarterly basis.
 - Pepin Academies has multiple related service personnel on staff including Speech Language Pathologists, Occupational Therapists, Mental Health Counselors/ School Social Workers, Guidance Counselors, Physical Therapists, Exceptional Student Education Specialists, and a Registered Nurse. Related service personnel collaborate to address the social-emotional needs of students.
 - When peer conflict arises administration will utilize restorative practices to shape positive behaviors.
 - Pepin Academies offers programs specific to the needs of our Exceptional Student Education population. These programs enhance social skill development and independent functioning. This includes, but is not limited to, career preparation, post-secondary adult living, learning strategies, job training, and social skills groups/ classes.
 - The Administrative Team/MTSSLT communicates with and supports the MTSS committees in implementing the proposed strategies by distributing leadership team members across the MTSS committee meetings to facilitate planning and implementation. Once strategies are put in place the leadership members, who are part of the MTSS committee meetings, regularly report on their efforts and student outcomes to the larger Administrative Team/MTSSLT. The Administrative Team/MTSSLT and MTSS committees both use the problem solving process. See below.
 - What is the problem?
 - Identify the problem in the given area; Curriculum and Learning, Behavior, and Attendance.
 - Why is the problem occurring?
 - Develop and test hypotheses about why student or school problems are occurring.
 - What do we plan to do about it?
 - Develop and target interventions based on confirmed hypotheses. Interventions may include academic interventions as well as counseling mentoring and other related services.
 - Are the changes we made working?
 - Identify appropriate progress monitoring assessments/data collection tools to be administered at regular intervals matched to the intensity of the level of instructional/behavioral/intervention support provided.
 - Pepin Academies Administrative Team makes adjustments to the School Improvement plan as necessary to ensure continued school improvement.

Early Warning Systems:

- 1. Describe the school's early warning system and provide a list of the early warning indicators used in the system. This list shall include the following:**
- Pepin Academies analyzes a variety of data systems to determine areas of deficit and warning indicators.
 - Curriculum and Learning:

- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide (Florida Standards Assessment/ Florida Standards Alternative Assessment), standardized assessments in English Language Arts or mathematics
- Performing 3 or more grade levels below on the i-Ready diagnostic
- Attendance:
 - Absences greater than 7 per 90 days (less than 93% attendance), regardless of whether absence is excused or a result of out-of-school suspension
 - Attendance data from the district database (Edconnect)
- Behavior:
 - One or more suspensions, whether in school or out of school
 - Referrals
 - Lunch detentions
 - Discipline data from the district database (Edconnect)

2. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

- Ensure that the master schedule incorporates time for intervention support
- Determine scheduling needs and assist teacher teams in identifying research-based instructional materials and intervention resources
- Facilitate the implementation of Extended Learning Programs before and after school
- Determine the school-wide professional development needs of faculty and staff and arrange trainings
- Assist and monitor teacher learning goals and learning targets/ objectives
- Ensure that core curriculum programs are strong
- Support Personnel monitors and assists students with academic goal setting

Family and Community Involvement

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

- Parent-teacher conferences
- Conference Night
- Weekly Newsletters
- Plusportals
- Marquee
- PTO (monthly parent meetings)
- Community events
- Social Media (Facebook, Instagram and Twitter)
- IEP Meetings
- Translator available for Spanish speaking parents.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement. Pepin Academies has a communication/ marketing team that works closely with the administrative team to develop and enhance partnerships within the community. Our foundation board hosts an annual gala fundraiser to increase community awareness of Pepin Academies' purpose and mission. In addition to the gala, our development team plans a variety of community

events to build strong relationships with all stakeholders. Teachers and staff collaborate with local colleges and universities to enhance Pepin's educational programs including internships, trainings, and extended summer programs. These partnerships provide students the opportunity to engage in hands-on learning of concepts from diverse professionals within the community.

Effective Leadership

1. School Leadership Team –

- Membership:
 - Jeff Skowronek, Executive Director
 - Monika Perez, Principal (Tampa Campus)
 - Jennifer Messerschmitt, Assistant Principal (Tampa Campus)
 - Tara Drangle, Assistant Principal (Tampa Campus)
 - Matt Casteel, Dean of Discipline (MTSS Attendance Co-Chair, Tampa Campus)
 - Kate Morphew, Speech-Language Pathologist (MTSS Attendance co-Chair, Tampa Campus)
 - Elizabeth Martinet, Middle School ELA Teacher (MTSS Curriculum & Learning Co-Chair, Tampa Campus)
 - Colleen Patton, Elementary Intervention Teacher (MTSS Curriculum & Learning Co-Chair, Tampa Campus)
 - Jason Franz, Media Specialist (MTSS Curriculum & Learning Co-Chair, Tampa Campus)
 - Natalya Warner, Licensed Clinical Social Worker (MTSS Behavior/ PBS Co-Chair, Tampa Campus)
 - Nicole Dooley, ESE Specialist (MTSS Behavior/ PBS Co-Chair, Tampa Campus)
- Duties:
 - **Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**
 - Administration provides guidance and direction in a manner which empowers all staff members to make positive change in the lives of all students.
 - Leads by example.
 - Ensures that all staff members have necessary resources for the greatest impact.
 - Conducts frequent informal and formal observations and provides targeted and actionable feedback.
 - Administration monitors the fidelity of instruction/ intervention at the school-wide and classrooms levels.
 - Coordinate and oversee the decision-making process to ensure integrity and consistency of the MTSS implementation at the building level.
 - Leads within the MTSS Process and oversees that all staff members participate/ support the MTSS mission and goals.
 - Supports the fidelity of intervention implementation across each tier.
 - Ensures when new content, curricular materials are obtained, implementers are adequately trained to use the materials, check fidelity of the use of curricular materials and strategies, determine what elements need to be included in an effective core instructional program and assist the team in identifying which instructional strategies are most effective to address areas of concern.

- Assist team members with collecting, organizing, analyzing, graphing and interpreting data.
 - Facilitates Monthly MTSS Meetings (keeps time, takes minutes and disseminates information to all staff)
 - Regularly report on their efforts and student outcomes.
- **Describe the process through which school leadership identifies and aligns all available resources (personnel, instructional, and curricular) in order to meet the needs of all students and maximize the desired student outcomes. Include methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**
 - At the beginning and end of each year, an inventory of resources, including materials, staff and allocation of funds is used to determine the necessary resource materials and personnel available to meet the needs of our students. The administration develops a resource map to identify gaps in resources and ensure resources are available and allocated across the school for use by all grade levels and teachers.
 - To ensure teacher support systems, small group and individual needs are met, the Leadership Team:
 - a. Regularly reviews school-wide assessment data to identify instructional needs across the school and all grade levels.
 - b. Support the implementation of high quality instructional practices during core and intervention blocks.
 - c. Review progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goals and curricular, behavioral, and attendance domains.
 - d. Communicate school-wide data at MTSS meetings and facilitate problem-solving within the content/ grade level teams.
 - e. Facilitates monthly MTSS committee meetings.
 - f. Meets quarterly to review assessment outcome data and engage in the problem-solving process for appropriate data-driven decision-making.

2. School Advisory Council –

- Members:
 - Jeff Skowronek, Executive Director
 - Monika Perez, Principal (Tampa Campus)
 - Jennifer Messerschmitt, Assistant Principal (Tampa Campus)
 - Tara Drangle, Assistant Principal (Tampa Campus)
 - Matt Casteel, Dean of Discipline (MTSS Attendance Co-Chair, Tampa Campus)
 - Kate Morphew, Speech-Language Pathologist (MTSS Attendance co-Chair, Tampa Campus)
 - Elizabeth Martinet, Middle School ELA Teacher (MTSS Curriculum & Learning Co-Chair, Tampa Campus)
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 - Jason Franz, Media Specialist (MTSS Curriculum & Learning Co-Chair, Tampa Campus)
 - Natalya Warner, Licensed Clinical Social Worker (MTSS Behavior/ PBS Co-Chair, Tampa Campus)

- Nicole Dooley, ESE Specialist (MTSS Behavior/ PBS Co-Chair, Tampa Campus)
- Berlitz Davila, Parent
- Jodie Sierra, Parent
- Robert Brooks, Parent

- Duties:
 - **Provide a description of the SAC's involvement with the following activities as required by Florida Statute:**
 - Evaluation of last year's School Improvement Plan
 - a. In partnership with the school improvement team, the SAC will analyze and assess all pertinent school data that affects student achievement, and evaluate progress towards meeting the prior year's school improvement goals. The analysis will guide the development of this year's SIP.
 - Development of this year's School Improvement Plan
 - a. In partnership with the school leadership team, the SAC will analyze and assess all pertinent school data that affects student achievement, evaluate progress towards meeting the prior year's school improvement goals, develop the School Improvement Plan, vote on the School Improvement Plan, monitor the School Improvement Plan, review the School Improvement Plan as needed, plan and carry out activities that support the School Improvement Plan, develop a budget to support the School Improvement goals MTSS, monitor the spending of the budget, and make adjustments to the budget as needed.
 - **Describe the use of the school improvement funds allocated last year including the amount budgeted for each project.**

Item	Amount
Middle School Life Skills (Dog Tags)	\$675.00
MTSS Incentive Celebrations	\$1,500.00
Awards/ Certificates	\$650.00
Elementary Character Bound Program (Tokens)	\$700.00
Total	\$3,525.00

- **Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the established requirements and duties of the SAC.**
 - Yes

Public and Collaborative Teaching

1. **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.**
 - Pepin builds a collaborative culture through regular meetings (whole staff, grade level, new teacher and MTSS).

- Shared mission, vision, and goals
 - Common planning time across subjects and grade levels
 - Provides a mentor to all new teachers through the Teacher Induction Program
 - Provides opportunities for shadowing and professional development
 - Staff team-building activities
 - Promotes positive school climate (Staff shout-out board and emails, and Staff Member of the Month recognition)
- 2. Describe the school's strategies to recruit, develop, and retain highly-qualified, certified-in-field, effective teachers.**
- Recruitment fairs
 - Partnership with USF College of Education
 - Salary increases are based on sustained performance. Performance levels are tied to a three year average of valued average measures. The teacher evaluation is based on that valued added, along with administration evaluation data.
 - Teacher Induction Program
 - Consistent professional development
- 3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.**
- Mentors meet with their mentees regularly to plan, model, review data, coach, conference and problem-solve
 - Mentors are chosen based on experience, subject area and grade level
 - Host an introductory breakfast for mentors and their mentees
 - Administration holds monthly meetings to address important information

Ambitious Instruction and Learning

1. Instructional Programs and Strategies

- **Instructional Programs**
 - **Describe how the school ensures its core instructional programs and materials are aligned to Florida Standards**
 - Pepin uses state-adopted standards (Florida Standards) as the foundation for content area instruction. We follow the Hillsborough County Public School comprehensive plan for student progression. The plan also provides specific levels of performance in reading, writing, science and mathematics in each grade level that includes the levels of performance on state-wide assessments. We purchase current instructional materials so that each student has access to textbooks or other instructional materials as a major tool of instruction in core courses.
- **Instructional Strategies**
 - **Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient level on state assessments.**
 - Pepin utilizes a problem-solving, multi-tiered systems of support framework.
 - Pepin's MTSS teams focus on all educational aspects pertaining to every child including curriculum and learning, behavior and attendance. MTSS involves the systematic use of assessment data to most efficiently allocate resources and support for students within each of these domains. Students receive instructional intervention beyond what is provided universally for positive

behavior or academic content areas are provided with targeted supplemental interventions delivered individually or in small groups at increasing levels of intensity. The MTSS framework is characterized by a continuum of academic, behavior and attendance supports reflecting the need for students to have fluid access to instruction and support of varying intensity levels.

- Problem Solving Cycle:
 - a. Step 1: Problem Identification
 - What's the problem?
 - What do we want our students to achieve?
 - b. Step 2: Problem Analysis
 - Why is it occurring?
 - What do we want our students to achieve?
 - c. Step 3: Intervention Design
 - What are we going to do about it?
 - What will we do if they don't learn?
 - What will we do if they already know it?
 - d. Step 4: Response to Intervention
 - Is it working?
 - How will we know if they achieved it?
- Pepin offers a variety of programs designed to meet to diverse needs of students including, additional time in small teacher-guided groups, computer aided interventions (i-Ready), SRA Reading and Math, Extended Learning Time (Elementary), USF Summer Institute, tutorial support, myOn Reader, Battle of the Books (Middle), Dual Enrollment (High), weekly social skills lessons/ groups, independent functioning lessons, learning strategies courses, and virtual courses (High).
- **Provide the following information for each strategy the school uses to increase the amount of quality of learning time and help enrich and accelerate the curriculum**
 - Strategy: Elementary Extended School Day/ Intervention
 - Minutes added to the school year: 10,800
 - a. Additional instruction in reading as required by statute
 - Strategy Rationale
 - a. Identified as an Exceptional Student Center
 - Strategy Purpose
 - a. Core Academic Instruction
 - Person(s) responsible for monitoring implementation of the strategy
 - a. Perez, Monika, mperez@theacademies.us
 - Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy
 - a. SRA Intervention Placement Testing, IRI's and i-Ready

Student Transition and Readiness

1. 3rd-12th Transition

- **Describe the strategies the school employs to support incoming and outgoing cohorts of student in transition from one school level to another**
 - Administration and guidance counselors work together to create appropriate schedules for students based on need. As a 3-12 school, there is ongoing articulation between grade levels to best assist with student transitions through vertical planning.

2. College and Career Readiness

- **Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**
 - We provide Preparation for Post-School Adult Living courses, which are geared toward preparing students for life after high school
 - We invite post-secondary institutions to our parent night twice a year
 - We have community partnerships through our Transition Program (18-22) including Ferman Chevrolet, Armark, Tampa Sports Authority, Well Built Bikes, Publix, T-Pepin's Hospitality Centre, Academy Kids, the Public Defender's Office, the Tampa Police Department and Moffitt Cancer Center
 - We host an annual job fair in partnership with Tampa's Associates Builders and Contractors
 - We provide hands-on experience within our career classes; Pepin Smoothie Café and SWAP Shop, which are sponsored by local businesses and community partners including Tea Bella, Buddy Brew and Well Built Bikes
 - Guidance counselors visit classrooms and assist students in course selection
 - We participate in the Great American Teach-In, which allow community representatives to come on campus and talk about their career with students.
 - Students are given the opportunity to participate in field trips to colleges and local businesses including the FBI, Public Defender's Office, etc.
 - Provide information to families and students about district-wide college nights and job fairs
- **Identify the career and technical education programs available to students in industry certifications that may be earned in those respective programs**
 - Daycare Certification, Dual Enrollment, Career Themed Courses, Learning Strategies Courses to help students see the relationship both cross-curricular and within subjects to establish relevance to a student's future. Many of these courses help guide and prepare our students for post-secondary options (college credit, job skills, certifications, etc.).
- **Describe efforts the school has taken to integrate career and technical education with academic courses to support student achievement**
 - All career and technical courses are available to students in grades 9 and above
 - Daycare Certification, Dual Enrollment, Career Themed Courses, Learning Strategies Courses to help students see the relationship both cross-curricular and within subjects to establish relevance to a student's future. Many of these courses help guide and prepare our students for post-secondary options (college credit, job skills, certifications, etc.).
- **Describe strategies for improving student readiness for the public post-secondary level based on annual analysis of the *High School Feedback Report*, as required by section 1008.37(4), Florida Statutes**
 - N/A

School Improvement Goals

Curriculum and Learning

Goals

Based on a zero-growth model, the percentage of students meeting or exceeding FSA expectations will improve from 39% to 40% in English Language Arts, and from 35% to 36% in Math.

Barriers

1. All students have an Individualized Education Plan (IEP)
 - The majority of our students are performing within level 1
2. Varying teacher expectations and experience

Strategies

1. I-Ready
 - Used as an interventional strategy throughout the year to improve academic performance
 - Weekly 45 minute instruction in both reading and math
 - Quarterly diagnostics
 - Data tracking by MTSS Curriculum and Learning Team (monthly)
2. Incentives
 - Semester incentive parties to reward student gains
 - Incentive parties are leveled to celebrate all areas of student gains
3. Information Dissemination
 - Bulletin boards display i-Ready growth data
 - Zero-growth data grids are accessible for staff to analyze FSA data
 - Monthly MTSS newsletters for staff
4. School-Wide Interventions
 - Monthly vocabulary contest
 - Mini targeted workshops based on data

Resources

1. Interventionist
2. Reading and math content support
3. Targeted trainings
4. Administrative walk-throughs with feedback
5. Knowledge of students as evidenced in lesson planning
6. Mentors for new teachers
7. Peer observations
8. Problem Solving Leadership Team

Progress Monitoring

1. Person Responsible
 - Monika Perez
 - Jennifer Messerschmitt
 - Tara Drangle
 - Elizabeth Martinet
 - Colleen Patton
 - Jason Franz

2. Schedule
 - Quarterly, from August 2018 to June 2019
3. Evidence of Completion
 - Assessment data in all content areas is desegregated and shared with all faculty and staff

Behavior

Goals

G1: School-Wide - Decrease the number of referrals submitted by staff (excluding referrals for tardies).

G2: School-Wide - Decrease the number of lunch detentions submitted by staff (excluding dress code violations).

Barrier

1. All students have an Individualized Education Plan (IEP)
2. Many students have social skills deficits
3. Data shows an increase in student-on-student physical aggression
4. Our student population is extremely diverse – different backgrounds/ different mindsets
5. The effectiveness of lunch detentions is declining
6. High percentage of students with communication needs
7. Varying staff expectations and experiences
8. Carry-over of behavioral expectations between home and school environment is inconsistent

Strategy

1. Increase the use of therapeutic interventions when responding to student behavioral challenges
2. Increase student understanding of how to demonstrate school-wide pillars across school settings as evidenced by 85% of student body earning attendance to incentive celebrations
3. Provide professional development trainings to staff focusing on our school-wide behavior model
4. Provide trainings for students and their families on our school-wide behavior model
5. Additional support in the Dean's Office and classrooms
6. RIPP Checks for student progress tracking in relation to school-wide pillars
7. Character Bound, Life Skills, and Acts of Kindness

Resources

1. On-Site Mental Health Counselors/ Social Workers, Guidance Counselors, and other related service personnel
2. Administrative walk-throughs with feedback
3. Peer observations
4. Professional development
5. Problem Solving Leadership Team

Progress Monitoring

1. Person Responsible
 - Monika Perez
 - Jennifer Messerschmitt
 - Tara Drangle
 - Natalya Warner
 - Nicole Dooley

2. Schedule
 - Quarterly, from August 2018 to June 2019
3. Evidence of Completion
 - Behavior data is desegregated and shared with all faculty and staff

Attendance

Goals

G1: School-Wide - Increase attendance by 1% from 93.36% in the 17-18 school year to 94.36% or higher for the 18-19 school year.

Barriers

1. All students have an Individualized Education Plan (IEP)
2. Higher rate of students with medical involvement
3. Transportation isn't provided
4. We aren't a zoned school
5. We are on a modified calendar

Strategy

1. Focus will be targeting students who have 10 or more absences
2. 7 day attendance letters and 10 day attendance conferences
 - Homeroom teachers initiate contact; Casteel/Morphew available for conference
 - Documented by homeroom teacher on Parent/Teacher conference sheet (ATLAS)
3. Making the classroom/school an inviting place for students
 - Sensory oriented classrooms
 - Safe campus
 - Campus open to students an hour prior to the start of the academic school day
4. Information Dissemination
 - Attendance information/helpful hints in school newsletter
 - Presentations for students and/or parents
5. Mentorship
 - At 7-10 absences, students will be assigned a volunteer mentor to empower, motivate, and assist student in the hopes of improving their attendance
6. Incentives
 - Quarterly attendance raffle for students and parents
 - Any student with 2 or less absences will be entered into raffle for a gift card and lunch with Casteel and Morphew (3 winners)
 - Any parent of the student that wins the raffle will be awarded a gas gift card (1 winner)
 - Attendance Champions acknowledged throughout the school (bulletin board, classrooms, Friday afternoon announcements)

Resources

1. Problem Solving Leadership Team
2. District social worker
3. On-Site Mental Health Counselors/ Social Workers, Guidance Counselors, and other related service personnel
4. Hartline Bus System

5. Carpool options
6. Private bus companies
7. Aftercare
8. Extended time for morning drop-off

Progress Monitoring

1. Person Responsible
 - Monika Perez
 - Jennifer Messerschmitt
 - Tara Drangle
 - Matthew Casteel
 - Kate Morphew
2. Schedule
 - Quarterly, from August 2018 to June 2019
3. Evidence of Completion
 - Attendance data is desegregated and shared with all faculty and staff