

History Log

0701 - Beaufort County School District (0701) Public District - FY 2027 - Hilton Head Island Elementary (0701033) Public School - School Renewal Plan - Rev 0[View All Status/Comments](#)

Date	User	Status (S) / Comment (C)	S / C
4/13/2026 1:27:27 PM	Robert Flowers	Status changed to 'School Renewal Plan Superintendent Approved'.	S
4/13/2026 1:27:18 PM	Robert Flowers	Status changed to 'School Renewal Plan Reviewed/Approved by LEA Strategic Plan District Contact'.	S
4/13/2026 1:27:14 PM	Robert Flowers	Status changed to 'School Renewal Plan Completed'.	S
4/13/2026 1:26:55 PM	Robert Flowers	Status changed to 'School Renewal Plan Superintendent Returned Not Approved'.	S
3/19/2026 11:38:01 AM	Michelle Sackman	Status changed to 'School Renewal Plan Reviewed/Approved by LEA Strategic Plan District Contact'.	S
3/18/2026 1:41:27 PM	Michelle Brockway	Status changed to 'School Renewal Plan Completed'.	S
3/11/2026 2:31:21 PM	Michelle Brockway	Status changed to 'School Renewal Plan Started'.	S
1/27/2026 3:43:36 PM	GEMS Administrator	Status changed to 'School Renewal Plan Not Started'.	S

School Renewal Plan Information

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21st Century Graduate Profile

* Plan Submission

- ☐ School does not utilize Cognia
☒ School utilizes Cognia

* Phase of Plan

- ☐ Initial 5-year plan
☐ Update 1
☒ Update 2
☐ Update 3
☐ Update 4
☐ Update (due to Waiver)

* State and Federal School Improvement Status - if applicable

Other 

School Plan Contact Information

* Name

Michelle Brockway

* Phone

8433424206

* Email

michelle.brockway@beaufort.k12.sc.us

* Principal's Name

Michelle Brockway

* Board of Trustees Chairperson's Name

Carlton Dallas

* Date of Plan Approval by the Board

04/07/2026 

Stakeholders and Mission and Vision

0701 - Beaufort County School District (0701) Public District - FY 2027 - Hilton Head Island Elementary (0701033) Public School - School Renewal Plan - Rev 0

Stakeholder Names

Principal

Name	* Michelle Brockway
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Teacher

Name	* Jason Ziegler
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Parent/Guardian

Name	* Heather Tatum
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Community Member

Name	* Bethany Brown
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School Level Administrators

Name	* Cassandra Ryman
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School Read to Succeed Literacy Leadership Team Lead

Name	* Gretchen Cram
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School Read to Succeed Literacy Leadership Team Member

Name	* Michelle Brockway
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School Improvement Council Member(s)

Name	* Angela Benson
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School Gifted and Talented Coordinator

Name	*	Karen Perdue
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School Federal Programs Coordinator

Name	*	Michele Dewan
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Other Stakeholders

Position	Name
Math Coach	Denise Bell
IB Coordinator	Karen Perdue

(Optional) Enter mission, vision, beliefs, and/or values.

Our Mission: To develop world citizens who are compassionate, life-long learners who demonstrate the attributes of the learner profile.

Our Vision: We envision a learning community where caring, knowledgeable adults encourage all children to love learning and to become responsible citizens of the world.

Needs Assessment Data

0701 - Beaufort County School District (0701) Public District - FY 2027 - Hilton Head Island Elementary (0701033) Public School - School Renewal Plan - Rev 0

State Report Cards for Districts and Schools

*** Provide the link to your school's most recent Report Card**

Hilton Head Island Elementary State Report Card:

<https://screportcards.com/overview/?q=eToyMDI1JnQ9RSZzaWQ9MDcwMTAzMw>

Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning.

I Ready Reading and Math Data

See Related Documents

ACCESS Data

See Related Documents

ATSI Data

See Related Documents

Executive Summary of Needs Assessment Data

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Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school report card must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the school report card.

State Report Cards for Districts and Schools

In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed are: Student Achievement, Teacher/Administrator Quality, School Climate, and Gifted and Talented.

Student Achievement, including sub-groups

* Early Childhood/Primary (PK-2)

Hilton Head Island Elementary School is committed to fostering early literacy skills with our young learners. We have recognized there is a sense of urgency regarding foundational skills. Due to Covid learning gaps, SIPPS and Heggerty curriculums were purchased for the 2021-2022 school year. This allowed first and second grade teachers to address some of these deficiencies. In 2023, we implemented Amplify CKLA, a new reading curriculum that focuses on foundational skills and comprehension through daily 120-minute sessions for Grades 1-3 and 90-minute sessions for Grades 4-5. In addition, we utilize the i-Ready reading and math diagnostic assessments to guide instruction during small group instruction and the intervention block. We are focused on the SCDOE standards for both English Language Arts and Math. DIBELS assessments and running records are given to progress monitor reading levels and strengths and weaknesses in reading. We also have a school-wide Otters Read program, which promotes daily reading. The school is in its first year of i Ready Classroom Mathematics. The curriculum is built around four essential components to promote student success: assessment, core curriculum, supplemental curriculum, and a teacher toolbox. Envision is still used in our Dual Language Immersion classes. It is thematic based, provides strong support for our English Learners and meets the needs of our dual-language students as it is available in Spanish and Chinese. Both curriculums allow for differentiation, remediation, and enrichment to support all learners. We note that our younger learners, specifically our identified at-risk students (high poverty and MLs) struggled the most virtually; thus, benchmark scores were lower for a number of years, but we have seen improvement in our i Ready data and SC Ready data in the last three years. The HHIE leadership team, teachers, and interventionists are committed to remediating identified deficiencies through strategic planning, small group instruction, interventions, and afterschool tutoring.

* Elementary/Middle (3-8)

Our school report card data clearly shows our students showed growth in both ela and math when compared to other students across the District and State. Looking at academic achievement, the percentage of students that Met or Exceeded in English Language Arts and Math fell above the District and State percentages. Historically, HHIE has had the largest overall achievement gap in the AA, Hispanic and F/R lunch populations, but we are thrilled to see the progress made by our Hispanic students moving towards language proficiency. In reviewing our ACCESS data, we had 24 students meet language proficiency which is a few less students from last year. While writing and speaking were our weakest areas in 2023 and reading and speaking in 2024, reading was the weakest area in the 2025 data. In reviewing our ATSI Data, our Special Education students are of most concern as their progress continues to be limited. Having SPED teacher vacancies, multiple SPED assistant vacancies, and not always having SPED certified teachers to provide

coverage over the last few years has certainly not helped. Data is used to make all decisions regarding programmatic opportunities, class make-up, supplemental enrichment, and remediation offerings, as well as provide areas for instructional focus. Our master schedule has been amended to include multiple intervention blocks, which allows for us to better meet our students' needs. Our ML teachers have been providing more co-teaching support than in years past to scaffold the grade level standards and make the curriculum accessible. This will continue to be an initiative. Our math tutors, literacy teachers and special education teachers try to pull their students at a time that best meets the needs of our students, so they are not missing direct instruction. This coming year our SPED teachers will continue to push into classrooms to help their students access grade level curriculum as this is a need. After analyzing our winter i-Ready data, "bubble" students (between the 35-65%) were identified for our after-school tutoring program, Otters on the Rise. This program provides standards-based instruction on the priority standards using the i-Ready Math and Reading curriculum for students 2 days a week, 1 hour each day. We started the program earlier this year to address more priority standards. Formative assessments are used to gauge student progress and adjust instruction. Through the Child Study Team, the school looks at attendance rate, health and wellness of students and student engagement. Parent outreach is addressed through various modalities, including parent education classes on how to help foster literacy in the household, and English classes are offered for speakers of other languages. The MTSS team uses a tiered approach to supplement instruction for those who struggle academically or behaviorally and note effectiveness of interventions through progress monitoring. MTSS meetings are held on a regular basis (approx. every 6-9 weeks). Certified interventions support this learning. The SIPPS program has provided explicit phonics instruction for those in reading interventions and to small groups of ML students. EnVision Math Diagnosis and Intervention kits has provided specific, targeted skills practice for students receiving supplemental math support. Progress in target language instruction in Chinese and Spanish is noted through Language Proficiency Reports (Quarter 2 and 4) and the AAPPL assessment which is conducted annually. The leadership team, in conjunction with grade-level teachers and staff members, meet regularly to collaborate and look at data and other pieces of information to help support instruction so that individual students can reach their potential. This is all done under the Primary Years Programme framework which supports everything HHIE does. Weekly PLCs are used to collaborate on lessons, share best resources, discuss mastery of skills based on assessments and monitor pacing of instruction. In addition, grade-level teams meet weekly to lesson plan and create formative and summative assessments. Grade-level teams continue to work on creating common assessments and perform an item analysis to identify additional reteaching. Reflex Math has been purchased to supplement the curriculum as it has been shown to be successful in helping our students with their math fact fluency. In addition, the PYP planner was newly imported into Rubicon so that teachers can create, reflect on, and refine planners more easily in an accessible location. Every teacher going through an evaluation (Induction, Formal Summative, Comprehensive and Recertification) submits lesson plans weekly and receives feedback from the leadership team throughout the year. All teachers use a student -friendly learning objective and standards-based mini-lesson using the district/school adopted curriculum to support instruction. The focus this year and moving forward is to have a clear understanding of how to assess the learning target of each lesson and how to best provide instruction to make the grade level curriculum accessible to all students. Improving school achievement scores and increasing the percentage of students Meeting or Exceeding state standards, as indicated on the SC Ready assessment, supports our commitment to providing rigor for all students and further exemplifies our philosophical belief that all students can grow and learn grade-level standards and beyond. It also shows our focus on standards-based instruction and preparing students for their standardized assessments.

* High School (9-12)

N/A

* Teacher/Administrator Quality

HHIE continues to encourage teachers to participate in SIOP/TESOL training to better meet the needs of our ML subgroup. Increasing teacher's knowledge on working with Multilingual Learners showcases our focus on differentiation and meeting students' unique needs while holding them to high expectations. Strategies learned in this coursework help to ensure that teachers understand the necessity to use comprehensible input practices and various curriculums to foster achievement. The Leadership team continues to review the Depth of Knowledge Levels and collaborate on question writing during grade-level Professional Learning Communities (PLC's) and post-observation conferences with teachers. HHIE falls under the International Baccalaureate framework, and curriculum is developed through this methodology in which teachers need to be trained on. Curriculum is transdisciplinary, inquiry based and promotes global citizenship. It is essential that all teachers continue professional development in this area for our students to receive a true "IB" education. Curriculum writing during PLCs to integrate the Primary Years Programme units of study with the new curriculum is imperative. In conclusion, professional development opportunities are provided to achieve school and district goals. The training is to be relevant and meaningful, and at times may need to be differentiated.

* School Climate

Improving our school climate score is a focus for three reasons: 1) a positive score helps with the overall school report card rating, 2) a high score can create a sense of pride for the school community 3) most importantly, it indicates that students and teachers have a positive feeling about their school regarding safety, academics, and social/emotional well-being. The HHIE leadership team strives for an environment where caring, knowledgeable adults encourage all children to love learning and become responsible citizens. We hope for an environment where all staff and students want to come to school each day and be part of a community of educators and learners. The well-being of students and staff is essential at HHIE. Our master schedule includes time for a Classroom Circle to build community and strengthen relationships. The feedback from staff on our professional development through EdTomorrow in classroom circles was very positive. We hope to continue our partnership with them and move towards Tier 2 Accountability and Approaches to Classroom Discipline.

Other (such as school priorities)

* Gifted and Talented

HHIE currently has 108 students identified gifted and talented academically in Grades 3-5 and 21 students identified gifted and talented artistically in Grades 4-5. We currently have 27 staff members that have the gifted and talented endorsement. This school year is the third year all GT instruction was done within the classroom setting. There was no pull-out GT instruction. In reviewing the i Ready data, there is a need to strengthen instruction for our highest ability students, so they continue to make appropriate growth. Focusing on how to do this during the ela, math and intervention blocks will be essential.

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Plan Items (()

1 Student Achievement*

Performance Goal:

By 2028-2029, the number of students who meet or exceed expectations will increase by 14% on SC Ready ELA from a baseline of 61% on the 24-25 SC Ready ELA and 18% on SC Ready Math from a baseline of 57% on the 24-25 SC Ready Math.

PM 1.1 For 2026-2027, the number of students that meet or exceeds expectations will increase by 7% on SC Ready ELA taking us to 68%.

Analysis of Actual vs. Projected Data:

Actual Data SC Ready 2021: 48% SC Ready 2022: 53% SC Ready 2023: 59% SC Ready 2024: 59% SC Ready 2025: 61% Winter i Ready 2025: 56% (Projected Proficiency)

S 1.1.1 The leadership team will use various assessment results to progress monitor student achievement with a focus on our SWD subgroup (ATSI) in an effort to close the achievement gap. The MTSS team will look at data regularly to determine if interventions are needed or working if in place. Individual Data Meetings are done with every teacher at least twice annually.

Evidence-Based Research:

<https://mtss.org/overview/>

AS 1.1.1.1 Monitoring curriculum and instruction to promote student learning while focusing on how to better support our SWD subgroup access grade level curriculum (ATSI).

Action Step:

1. PLC's will be used to analyze assessment results and discuss student progress. 2. Coaches will conduct coaching cycles to help support teacher's implementation of research-based instructional strategies. 3. Standards-based curriculum aligned with PYP Units of Study. 4. i-Ready Progress Monitoring 5. Classroom Visits/Observations 6. Learning Walks 7. Individual i Ready Data Meetings 8. Intervention Plans/ Progress Monitoring 9. Quarterly Collaborative Planning Meetings for Supplemental Support and Gen. Ed teachers 10. Resource Collaboration Folder 11. Data Analysis with Transformation Specialist

Person Responsible:

Michelle Brockway

Estimated Begin Date:

8/10/2026

Estimated Completion Date:

5/28/2027

PM 1.2 For 2026-2027, the number of students that meet or exceeds expectations will increase by 9% on SC Ready Math taking us to 66%.

Analysis of Actual vs. Projected Data:

Actual Data: SC Ready 2021: 50% SC Ready 2022: 46% SC Ready 2023: 52% SC Ready 2024: 54% SC Ready 2025: 57% Winter i Ready 2025: 43%

S 1.2.1 The leadership team will use various assessment results to progress monitor student achievement with a focus on our SWD subgroup (ATSI) in an effort to close the achievement gap. The MTSS team will look at data regularly to determine if interventions are needed or working if in place. Individual Data Meetings are done with every teacher at least twice annually.

Evidence-Based Research:

<https://mtss.org/overview/>

AS 1.2.1.1 Monitoring curriculum and instruction to promote student learning while focusing on how to better support our SWD subgroup access grade level curriculum (ATSI).

Action Step:

1. PLC's will be used to analyze assessment results and discuss student progress. 2. Coaches will conduct coaching cycles to help support teacher's implementation of research-based instructional strategies. 3. Standards-based curriculum aligned with PYP Units of Study. 4. i-Ready Progress Monitoring 5. Classroom Visits/Observations 6. Learning Walks 7. Individual i Ready Data Meetings 8. Intervention Plans/ Progress Monitoring 9. Quarterly Collaborative Planning Meetings for Supplemental Support and Gen. Ed teachers 10. Resource Collaboration Folder 11. Data Analysis with Transformation Specialist

Person Responsible:

Michelle Brockway

Estimated Begin Date:

8/10/2026

Estimated Completion Date:

5/28/2027

2 School Climate*

Performance Goal:

By 2028-2029, the Overall Perception of School Climate, as indicated in the SC School Report Card Climate Data, will increase to a score of Good (7.92/10 points earned) from Average on the 23-24 school report card (6.7/10 points earned).

PM 2.1 By 2026-2027, the Overall Perception of School Climate, as indicated on the SC School Report Card Climate Data, will increase .5 points.

Analysis of Actual vs. Projected Data:

Overall Perception of School Climate from SC Report Card 2022 6.52 2023 6.95 2024 6.71 2025 7.18

S 2.1.1 The leadership team will continue to work together to grow and develop school climate.

Evidence-Based Research:

<https://www.nasbe.org/why-school-climate-matters-and-what-can-be-done-to-improve-it/> <https://learningpolicyinstitute.org/product/impact-restorative-practices-report> <https://www.moshikids.com/articles/mtss-evidence-based-practices-restorative-practices/>

AS 2.1.1.1 Grow and Develop School Climate

Action Step:

1. Morning Announcements 2. Staff Shout-outs 3. Positive Office Referrals 4. Provide Staff/Student/Parent Feedback Opportunities 5. Encourage/Model The First Five and Classroom Circles 6. Continue Sunday Scoop/ The Daily/ Quarterly School Newsletters 7. Monthly Family Events 8. Student Acknowledgement at Monthly Town Hall Meetings 9. ROCK Card Incentives 10. Monthly Team Leader Meetings 11. Staff Bonding Activities 12. Staff Appreciation Notes 13. Whiskers on Patrol 14. Friday Morning Dance Parties

Person Responsible:

Michelle Brockway

Estimated Begin Date:

8/10/2026

Estimated Completion Date:

5/29/2027

3 Teacher/Administrator Quality*

Performance Goal:

By 2028-2029, all continuing contract teachers will have completed Sheltered Instruction Observation Protocol (SIOP) or Teaching English to Speakers of Other Languages (TESOL) training (going from 57 trained to 66 trained) and at least Level 1 of Primary Years Programme/International Baccalaureate training (going from 64 trained to 66 trained).

PM 3.1 By 2026-2027, 94% of continuing contract teachers will be SIOP/TESOL and 96% of continuing contract teachers will be Level 1 Primary Years Programme/ IB trained.

Analysis of Actual vs. Projected Data:

Actual: Currently, 11 out of 66 teachers need SIOP/TESOL training and 2 out of 66 teachers will need Category 1 IB/PYP training. Projected: 100%

S 3.1.1 Number of teachers trained in SIOP/TESOL and IB/Certificates earned in Frontline.

Evidence-Based Research:

<https://www.cal.org/siop/>

AS 3.1.1.1 SIOP/TESOL Training

Action Step:

1. Survey teachers to determine availability for initial training or a refresher workshop. 2. Coordinate with district instructional coaches to facilitate and/or organize training/workshops during the school year. 3. Budget funds to support materials needed. 4. Promote and encourage initial training and refresher workshops throughout the year. 5. Review, teach and share SIOP/TESOL best practices within content areas during PLC's. 6. MLP Presentation during faculty meeting. 7. Further explore the PD available on ELLEVATION.

Person Responsible:

Michelle Brockway

Estimated Begin Date:

8/10/2026

Estimated Completion Date:

5/28/2027

AS 3.1.1.2 PYP/IB Training

Action Step:

1. All potential teacher candidates would be asked if they would be willing to participate in IB training. 2. Survey teachers to assess who needs training/what level and to determine who would like additional training. 3. Send notification of training dates, register participants, and arrange all logistics and prepare materials. 4. Hold bimonthly PYP PLC Meetings. 5. Send two staff members to Summer IB Conference if funding is available. 6. Continue participation with South Carolina International Baccalaureate Schools (SCIBS). 7. Provide vertical planning opportunities.

Person Responsible:

Karen Perdue

Estimated Begin Date:

8/10/2026

Estimated Completion Date:

5/28/2027

Assurances

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Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 et seq. (Supp. 2004))

* Yes ▼	Academic Assistance, PreK-3
	The school makes special efforts to assist children in PreK-3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
* Yes ▼	Academic Assistance, Grades 4-12
	The school makes special efforts to assist children in grades 4-12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
* Yes ▼	Parent Involvement
	The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the school's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.
* Yes ▼	Staff Development
	The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
* Yes ▼	Technology
	The school integrates technology in professional development and classroom instruction in order to improve teaching and learning.
* Yes ▼	Innovation
	The school funds innovative activities to improve student learning and accelerate the performance of all students.
* Yes ▼	Collaboration
	The school (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.
* Yes ▼	Developmental Screening
	The school ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

* N/A ▼	Half-Day Child Development
	The school provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.
* Yes ▼	Developmentally Appropriate Curriculum for PreK-3
	The school ensures that the scope and sequence of the curriculum for PreK-3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.
* Yes ▼	Parenting and Family Literacy
	The school provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.
* Yes ▼	Recruitment
	The school makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.
* Yes ▼	Coordination of Act 135 Initiatives with Other Federal, State, and District Programs
	The school makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

Waiver

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 ☒ Not Applicable

Related Documents

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Optional Documents		
Type	Document Template	Document/Link
Additional Documentation	N/A	 <u>i Ready Reading and Math Winter Data</u>
		 <u>ACCESS Data</u>
		 <u>ATSI Data</u>

Checklist

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Checklist Description [\(Collapse All\)](#) [\(Expand All\)](#)

- | | |
|---|----------------|
| ☐ 1. Plan Information and stakeholders | Not Reviewed ▼ |
| 1.01 Information is complete and appropriate. | |
| ☐ 2. Needs Assessment | Not Reviewed ▼ |
| 2.01 Needs assessment link is correct | |
| 2.02 Needs assessment is clear, thorough and appropriate. | |
| ☐ 3. Performance Goals, Interim Performance Goals, Indicators of Implementation, and Action Steps | Not Reviewed ▼ |
| 3.01 All required goal areas have been addressed. | |
| 3.02 Goal statements are complete and appropriate. | |
| 3.03 Goals have all required parts completed. | |
| 3.04 Action steps are complete and appropriate. | |
| ☐ 4. Read to Succeed | Not Reviewed ▼ |
| 4.01 Responses are complete, thorough and appropriate. | |
| ☐ 5. Assurances | Not Reviewed ▼ |
| 5.01 Responses are complete, thorough and appropriate | |
| ☐ 6. Related Documents | Not Reviewed ▼ |
| 6.01 If applicable, uploaded documents are correct and appropriate. | |