

**South Carolina Department of Education  
CHARTER SCHOOL  
2017 ANNUAL REPORT  
TEMPLATE**

**Charter School Submission Deadline to  
Sponsor: December 31, 2017**

**Sponsor Submission Deadline to SCDE:  
January 31, 2018**

**School Name: Lowcountry Montessori School**

**Sponsor: SCPCSD**

**Date of Submission to Sponsor: 12-31-17**

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## I. INTRODUCTION

Pursuant to S.C. Code Ann. § 59-40-140(H), the South Carolina Department of Education (SCDE) has developed this annual report template for charter schools to use in reporting to their sponsors. A charter school is required to submit, at least annually to its sponsor, a report that shall include the following, at a minimum:

- (1) the number of students enrolled in the charter school from year to year;
- (2) the success of students in achieving the specific educational goals for which the charter school was established;
- (3) an analysis of achievement gaps among major groupings of students in both proficiency and growth;
- (4) the identity and certification status of the teaching staff;
- (5) the financial performance and sustainability of the sponsor's charter schools; and
- (6) board performance and stewardship including compliance with applicable laws.

The report shall provide all other information as required by the charter school sponsor and the SCDE.

In turn, sponsors are required by law to annually evaluate the following conditions that warrant the nonrenewal or revocation of a school's charter:

- the commission of a material violation of the conditions, standards, or procedures provided for in the charter application;
- failure to make or meet reasonable progress, as defined in the charter application, toward pupil achievement standards as identified in the charter application;
- failure to meet generally accepted standards of fiscal management; and
- violation of any law from which the school was not specifically exempted.

This annual report template is designed to elicit a comprehensive picture of a charter school's recently completed academic year as it relates to the school's performance in those areas impacting charter school accountability: academic achievement, compliance, operations/governance, and financial viability.

## II. ANNUAL REPORT SUBMISSION GUIDELINES

**Annual Report Submission:** The annual report shall be due on **December 31** following each full school year in which the charter school is in operation. The board of trustees of a charter school should make the annual report available to the parents or guardians of the students enrolled in the charter school. In accordance with S.C. Code Ann. § 59-40-140 (H), the charter school shall submit an annual report to its sponsor, and the sponsor shall compile the annual reports of all of its charter schools into a single document that must be submitted to the SCDE by January 31. Insofar as the sponsor of a charter school is the charter school's local education agency (LEA), the charter school is advised to submit its annual report to the sponsor's superintendent.

**Submission Requirements:**

**Charter School:** Please confirm with the sponsor of the charter school the desired format for submission (paper or electronic); the annual report is due to the charter school sponsor no later than **5:00 p.m. on December 31.**

**Charter Sponsor:** An electronic copy of the annual report is due to the SCDE no later than **5:00 p.m. on January 31.** The electronic copy should be submitted to: [charterschools@ed.sc.gov](mailto:charterschools@ed.sc.gov). In the subject line include the **sponsor’s name/school’s name/2017 Annual Report.**

**Format:** All schools must use the provided Annual Report template and appendices templates. Each question in the application template that requires a written response includes a page limit. Answers should stay within those guidelines. Contact the SCDE Charter Schools Program at 803-734-2781 or at [charterschools@ed.sc.gov](mailto:charterschools@ed.sc.gov) if you have any questions regarding the provided templates.

**Annual Report Review:** All reports must be clear and fully complete in order to be evaluated by both the sponsor and the SCDE. The SCDE will review annual reports upon their submission.

### III. ANNUAL REPORT QUESTIONS

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#### 1. GENERAL SCHOOL INFORMATION

In the table below, provide the following general school information:

1. General School Information	
Name of School	Lowcountry Montessori School
Year School Opened	2014
Charter Renewal Date	2024
Grade Level(s)	Primary (PK-3) through 11th grade
School Address(es)	749 Broad River Drive
School Website Address	www.lowcomo.com
Name of School Leader	Amy Horn
School Leader’s Phone Number	843-322-0577
School Leader’s E-mail	a.horn@lowcomo.com
Name of Board President	Patrick Chester
Board President’s Phone Number	843-322-0577

Board President's Email	P.Chester@lowcomo.com
Name of Sponsor/Local Education Agency	South Carolina Public Charter School District

## 2. SCHOOL ENROLLMENT

In the table below, provide the following information regarding school enrollment for grade levels applicable to the school:

Grade Level	Maximum Enrollment at Charter School (2016-17)	135-Day Count 2016-17	45-Day Count 2017-18
Pre-K	18	18	20
K	40	33	35
Grade 1	33	31	22
Grade 2	33	31	30
Grade 3	33	35	28
Grade 4	33	27	25
Grade 5	33	38	21
Grade 6	33	31	33
Grade 7	35	39	36
Grade 8	35	31	34
Grade 9	25	24	19
Grade 10	25	25	23
Grade 11	25	20	29
Grade 12	0		16
<b>Total</b>		383	371

## 3. EDUCATIONAL PROGRAM AND ACCOUNTABILITY

In the following sections, please reflect on the educational program, student performance data, academic goals, and progress towards the academic goals.

### 3.1. Academic Performance

#### 3.1.A. ESEA/Federal Accountability Rating System

*At this time, ESEA/Federal Accountability Rating System information is not available for the 2016-2017 school year. No information is required in this section at this time.*

#### 3.1.B. Academic Performance Narrative (LIMIT YOUR RESPONSE TO THREE PAGES)

Using applicable data from the past school year's SC READY, SCPASS, ACT WorkKeys®, ACT®, and End of Course test scores, provide a narrative, beginning on the next page, in which you:

- describe the school's statewide assessment results
- provide an analysis of achievement gaps among major groupings of students in both proficiency and growth
- provide an explanation of how the school will close gaps and maintain or improve results.

**Lowcountry Montessori School has expanded its enrollment to over 383 students from three years old through 11th grade. In 2017-18 LMS graduates their first Senior Class.**

**Students in grades three through eight scored 41 percent ready or exceeding readiness on the English portion of the SC Ready assessment given in the Spring of 2017. Out of 182 students in third through eighth grade, 72 of them were close to being ready to meet standards while 38 were in need of support. Students in grades three through eight scored 27 percent ready or exceeding readiness on the Mathematics portion of the SC Ready. Out of 182 students in third through eighth grade, 67 children were close to being ready to meet standards while 72 were in need of support.**

**On the Science portion of the South Carolina Pass Test, our fourth graders scored 24.0 percent at or exceeding expectation, while our fifth graders scored 36.1 percent at or exceeding expectation. On the Social Studies portion of the South Carolina Pass test, 52.0 percent of our fourth graders met or exceeded expectations. On the Social Studies portion of the South Carolina Pass test, 44.4 percent of our fifth graders met or exceeded expectations. LMS sixth grade students scored 33.3 percent at or above expectations on the Science portion of the SCPASS. 63.0 percent of sixth graders met or exceeded expectations on the Social Studies portion of the SCPASS. 41.7 percent of seventh graders at LMS scored at or exceeding grade level expectations in Science. Finally, of eighth graders who took the Social Studies SCPASS, 51.9 percent met or exceeded grade level expectations.**

**Of Students taking End of Course exams, 68 percent received a score of 60 or above in Algebra/ Math for the Technologies. 69.6 percent of pupils taking the English EOC received a 60 or better. Students taking the Biology End of Course Exam received a 60 or better 55.2 percent of the time. 50 percent of our students taking US History made a 60 percent or better.**

**Through this process, we have learned that at least 18-20 percent of our population requires the attention of our special education department and a high level of one-on-one instruction from their classroom teachers. Many more of our population are in the RTI process. Due to the fact that we have such a large population that learn differently, we are challenged with showing the growth of our students through State testing. We do, however, show growth through our school assessments which track the development of our students. We have also shown growth in the EVASS system, which is a true measurement of individual student growth.**

**Although it was clear in our first year that 80 percent of our population had no experience in a Montessori setting, each year our population becomes more acclimated to our specific environment. Shifting students', teachers' and parents' mindset to the Montessori method that is so different from a traditional classroom has certainly been a challenge. We have experienced a shift over the last few years, but students new to Montessori method often take months and sometimes over a year to acclimate, depending on their age.**

**In reviewing our testing results, the school has identified an inherent challenge. The Montessori Curriculum, an historically, internationally proven curriculum based on a three year**

cycle, will not necessarily coincide with the the South Carolina state testing. Due to this challenge we have identified two areas to close gaps and improve results: Make necessary changes to implement a hi-fidelity Montessori program, and identify and address the gaps in sequence of the Montessori Curriculum and the SC State Grade Standards. To this end we have hired Montessori consultants, made observations of high functioning Montessori programs, provided Professional Development to our staff, completed AdvancED initial accreditation, and implemented the DRA2.

The Montessori consultants have experience in advising public schools with a Montessori Mission. These experts have observed and made suggestions to individual teachers, and provided whole staff instruction. These consultations help us to support our teaching staff in the implementation of the Montessori Method, creating a more cohesive classroom environment. The success of the student can be attributed directly to the successful preparation of the environment.

The administration, a teacher, and a board member visited and observed at two long-running, highly successful Montessori school models. Through observation, participation, and meetings with their leaders, this team was able to discern ways in which our program could be more authentically implemented. A review board is in process to evaluate the findings and how it may impact our future secondary program. Another successful program visited used a pull-out science class to address the time gaps in the Montessori curriculum and state testing. We have chosen to implement this during the 17-18 school year, as well.

We have held professional development that focuses on the needs of children with learning differences to provide our teachers with methods to help students who struggle in their classrooms. We have also expanded our Special Education Department and sent many of that team to training specifically for Montessori and students at risk.

The administration has explored ways to align Montessori curriculum and state standards with the goal being to stay as authentic to the Montessori method as possible while meeting our obligations to the state. Cross comparison of state standards and leveled Montessori achievement goals are specific to each state and we are the first of its kind here in South Carolina. This process will be on going as the state revises their standards.

In June, we were officially accredited through AdvancED. The entire accreditation process helped highlight our challenges and allowed us to create a plan resolve them. Every staff member was asked to be part of a formal committees to gather all the needed data and create a plan for improvement. Through this process, we had staff work on the cross comparison of Montessori and state standards addressed above.

As a school, we are refining formative assessment expectations, using the DRA2 to help track growth in literacy within the school. The staff submits the student running records three times a year to provide us a linear model. This data is reviewed after submission by the teachers and administration.

**We are quite fortunate to have attracted more experienced Montessori educators who are leading our teams to improve our Montessori practices and procedures. We continue to network with training centers and other Montessori schools to ensure that we attract qualified staff members.**

**While we strive to close gaps in achievement, as Montessori educators we recognize the need to grow children both socially and emotionally, as well as academically. Our staff observes growth in these areas on a daily basis in our student body.**

### 3.2. Academic Goals and Performance

Identify the **academic** goals set forth in the school’s current charter. For each academic goal use the tables below to describe the goal, the measure or metric to be used, the target for the goal and describe the success of students in achieving the specific educational goals for which the school was established. For goals not met, explain why and what steps the school is taking to progress towards goal attainment.

<b>Academic Goal 1</b>	
<b>Goal</b>	<b>LMS will assist the SC Public Charter School District in reaching academic excellence, as operationalized by ratings on SC School Report Cards.</b>
<b>Measure/Metric</b>	Ranking on report card
<b>Target</b>	Goal 1A: LMS will obtain an Absolute Rating of "Good" or higher on SC School Report Cards. In the first and second year of operation, we will obtain an “Average” or “Good” ranking and in subsequent years, we will be ranked “Good” or “Excellent” on our SC School Report Card. Goal 1A: LMS will obtain an Growth Rating of "Good" or higher on SC School Report Cards. In the first and second year of operation, we will obtain an “Average” or “Good” ranking and in subsequent years, we will be ranked “Good” or “Excellent” on our SC School Report Card.
<b>Actual Outcome and Explanation</b>	Rankings for individual schools have been put on hold for this year and the next.

<b>Academic Goal 2</b>	
<b>Goal</b>	<b>LMS will assist the SC Public Charter School District in reaching academic excellence at the high school level.</b>
<b>Measure/Metric</b>	H-SAP or equivalent test administered by State
<b>Target</b>	Goal 2A: 93% of LMS second year high school students will achieve a passage rate on the H-SAP and/or state required assessments on both sections with a score of 200 or better in 2016. The number of second year high school students who pass the H-SAP and/or state required assessments with a score of 200 or better will increase by one percent in the years 2017, 2018, and 2019. For the duration of the charter 96% of second year high school students will pass both sections of the H-SAP and/or state required assessments with 200 or better.
<b>Actual Outcome and Explanation</b>	N/A: LMS is in the process of amending our goals to make them more in line with the current system.

<b>Academic Goal 3</b>	
<b>Goal</b>	<b>LMS will assist the SC Charter School District in improving End-of-Course exam scores</b>
<b>Measure/Metric</b>	End of course exam scores
<b>Target</b>	<p>Goal 3A: 77% of students will receive a passing score of 70% or higher in the Algebra I End-of-Course Exam for the first year of operation. The percentage of students passing the exam will increase by 2% each year thereafter for the next four years. By the end of 2019, 85% of students will pass the Algebra I End-of-Course Exam. This percentage will be maintain through the end of the charter.</p> <p>Goal 3B: 72% of students will receive a passing score of 70% or higher in the English I End-of-Course Exam for the first year of operation. The percentage of students passing the exam will increase by 2% each year thereafter for the next four years. By the end of 2019, 80% of students will pass the End-of-Course Exam. This percentage will be maintain through the end of the charter.</p>
<b>Actual Outcome and Explanation</b>	Of Students taking End of Course exams, 68 percent received a score of 60 or above in Algebra/ Math for the Technologies. 69.6 percent of pupils taking the English EOC received a 60 or better.

<b>Academic Goal 4</b>	
<b>Goal</b>	<b>LMS will assist its community by increasing the percentage of students who graduate within a four year period.</b>
<b>Measure/Metric</b>	Graduation Rates
<b>Target</b>	<p>Goal 4A: LMS will have a 75% graduation rate in 2018.</p> <p>Goal 4B: LMS will have a 76% graduation rate in 2019.</p> <p>Goal 4C: LMS will have a 77% graduation rate in 2020.</p> <p>Goal 4D: LMS will have a 78% graduation rate in 2021.</p> <p>Goal 4E: LMS will have a 79% graduation rate in 2022.</p> <p>Goal 4F: LMS will have a 80% graduation rate in 2023.</p> <p>Goal 4G: LMS will have a 81% graduation rate in 2024.</p>
<b>Actual Outcome and Explanation</b>	N/A

<b>Academic Goal 5</b>	
<b>Goal</b>	<b>LMS will provide a supportive environment for employees, as operationalized by ratings on confidential employee questionnaires.</b>
<b>Measure/Metric</b>	Survey Results
<b>Target</b>	<ul style="list-style-type: none"> <li>• <b>Goal 5A: At least 90% of employees will report satisfaction with the learning environment.</b></li> <li>• <b>Goal 5B: At least 90% of employees will report satisfaction with the physical and social environment.</b></li> <li>• <b>Goal 5C: At least 90% of employees will report satisfaction with home and school relations.</b></li> </ul>
<b>Actual Outcome and Explanation</b>	Out of 18 teachers that responded, 88.9% reported that they were satisfied with the learning environment. 88.9% stated that they were satisfied with the social and physical environment and 83.3% stated that they were satisfied with the school-home relations.

<b>Academic Goal 6</b>	
<b>Goal</b>	<b>LMS will be responsive to charter school parents, as operationalized by ratings on confidential parent questionnaires.</b>
<b>Measure/Metric</b>	Survey Results
<b>Target</b>	<ul style="list-style-type: none"> <li>• <b>Goal 6A: At least 90% of parents will report satisfaction with the learning environment.</b></li> <li>• <b>Goal 6B: At least 90% of parents will report satisfaction with the physical and social environment</b></li> <li>• <b>Goal 6C: At least 90% of parents will report satisfaction with home and school relations.</b></li> </ul>
<b>Actual Outcome and Explanation</b>	Out of 25 parents that responded, 80.0% reported that they were satisfied with the learning environment 88.0% stated that they were satisfied with the social and physical environment and 80.0% stated that they were satisfied with the school-home relations.

<b>Academic Goal 7</b>	
<b>Goal</b>	<b>LMS will provide a supportive environment for students, as operationalized by ratings on confidential student questionnaires.</b>
<b>Measure/Metric</b>	Survey Results
<b>Target</b>	<ul style="list-style-type: none"> <li>• <b>Goal 7A: At least 90% of students will report satisfaction with the learning environment.</b></li> <li>• <b>Goal 7B: At least 90% of students will report satisfaction with the physical and social environment.</b></li> </ul>

	• <b>Goal 7C: At least 90% of students will report satisfaction with home and school relations.</b>
<b>Actual Outcome and Explanation</b>	Out of 34 teachers that responded, 73.6% reported that they were satisfied with the learning environment. 76.5% stated that they were satisfied with the social and physical environment and 85.3% stated that they were satisfied with the school-home relations.

#### 4. SCHOOL STAFF

In its discretion a charter school may hire non-certified teachers in a ratio of up to twenty-five percent of its entire teacher staff; however, if it is a converted charter school, it shall hire in its discretion non-certified teachers in a ratio of up to ten percent of its entire teacher staff. Part-time non-certified teachers are considered pro rata in calculating this percentage based on the hours which they are expected to teach.

Use the template titled “Instructional Staff Information Appendix” to provide the requested information. Save the completed template as “Instructional Staff Information Appendix” and attach it to this report.

4. School Instructional Staff			
Name	Certification #	Area(s) of Certification	Course(s) Taught
Matt Zappia	000000		Technology
Dan Mackin	277475	HS Social Studies	HS Social Studies
Quitman Marshall	208776	English	HS English
Michael Hudson	246033		HS Biology
Martha Hudson	206081	Speech Language Pathology	Reading Coach
Rhonda Crosby	212102	MS Math	MS Math
Gina Zuberbier	258741	MS Language Arts and English	MS English
Meri Franklin	279228	MS Language Arts, Elementary Ed, ESL, Early Childhood	MS Science and SS
Becky Shaffer	192813	Special Education	Special Education
Lynn Powell	191847	Special Education	Special Education
Ashley Meeder	281503	Early Childhood/SPED	Special Education
Amber Tomlin	000000		Physical Education
Meredith Fent	186457	Guidance: Elementary	Counselor
Rebecca Carrington	236090	HS Guidance/ HS Science	Counselor
Amy Feaver	510439	Early Childhood	Primary
Patricia Lee	143941	Early Childhood	Primary

Debbie Yates	142696	Elementary Education	Lower Elementary
Amy McElhaney	268437	Elementary Education	Lower Elementary
Peter Verbrick	134671	Educational Leadership	Upper Elementary
Deborah Savage	164205	Early Childhood Education	Upper Elementary
Kathy Midkiff	261586	Elementary Education	Upper Elementary
Jenn Akers	248056	Elementary Education	Lower Elementary
Suzanne Courtney	283427	Early Childhood and Elementary Education	Upper Elementary
Holly Mills	221113	Elementary Education	Lower Elementary
Amy Horn	245056	Health Promotion and Behavior Education	HS Health
Francy Johannan	000000		Spanish
Patrick Buchanan	494514	Music Education	Music
Cabell Heyward	000000		Engineering/Art

## 5. FINANCIAL PERFORMANCE AND SUSTAINABILITY

Attach as appendices to this report:

- the school’s audited FY 2017 report on financial statements
- the FY2018 approved school budget

## 6. BOARD PERFORMANCE AND STEWARDSHIP

### 6.1. Board Member Information

Use the template titled “Board Member Information Appendix” to provide the requested information. Save the completed template as “Board Member Information Appendix” and attach it to this report.

6.1. Board Member Information					
Name	Email Address	Background (ex. finance, education, business, parent, etc.)	Date Elected/ Appointed	Date of Orientation Training	Orientation Training Provider
Patrick Chester	p.chester@lowc ountrymontess ori.com	Finance, Parent	October 2015	May 2016	Public Charter

					School Alliance
Michelle Clark	m.clark@lowcountrymontessori.com	Business/Parent	October 2015	December 2016	Public Charter School Alliance
Jenn Dunn	j.dunn@lowcountrymontessori.com	Business/Parent	October 2014	October 2014	Public Charter School Alliance Public Charter School Alliance
Miranda Altice	m.altice@lowcountrymontessori.com	Educator / Parent	October 2016	October 2016	Public Charter School Alliance
Allison Romaine	a.romain@lowcountrymontessori.com	Parent/Real Estate	October 2016	October 2016	Public Charter School Alliance
Kim Wiley	k.wiley@lowcountrymontessori.com	Education/Parent	October 2016	October 2016	Public Charter School Alliance
Melinda Henrickson	m.hendrickson@lowcountrymontessori.com	Human Resources/Parent	October 2016	October 2016	Public Charter School Alliance
Scott Webb	sc.webb@lowcountrymontessori.com	Business / Parent	October 2015	October 2015	Public Charter School Alliance
Sarhi Wiggins	s.wiggins@lowcountrymontessori.com	Military/Parent	October 2016	May 2017	Public Charter School Alliance
Ian Deysach	i.deysach@lowcountrymontessori.com	Lawyer	October 2016	October 2016	Public Charter School Alliance
Marie Faine-Wright	m.raine-wright@lowcomo.com		October 2016	October 2016	Public Charter School Alliance

## 6.2. Board Compliance

In the table below, provide the information regarding Board of Trustee Compliance.

6.2. Board Compliance	
Board of Trustee Compliance	Response
Number of Board Members	9-15
Date of most recent board election.	October 2017
Link to website where meeting dates, agendas, and minutes are published, if published online. If not, provide the address of the office where they are maintained.	<a href="http://www.lowcountrymontessori.com/lms-board-minutes-page">http://www.lowcountrymontessori.com/lms-board-minutes-page</a>
Number and name of active committees.	Governance Committee Fundraising Committee Academic Excellence Committee Facilities Committee Finance Committee

## 7. Accreditation

Is the charter school seeking SCDE Charter School Accreditation? SELECT A CHOICE BELOW

*Please see*

<https://ed.sc.gov/districts-schools/school-choice/charter-schools-program/charter-school-accreditation/>  
*for more information*

Yes       No

Lowcountry Montessori School is already accredited through the SCDE.

Please indicate any and all accreditations that the charter school holds, if applicable:

*AdvancEd accreditation is held by Lowcountry Montessori School, as well as SCDE accreditation.*

## 8. ADDITIONAL INFORMATION REQUIRED BY THE SPONSOR

The Sponsor is permitted to request additional information as part of this annual report. Such additional information should be included in this section and submitted to the SCDE with the sponsor's annual report.

Assessment Name	Content Areas Tested	Frequency (e.g. Annual, 2 times per year)	Do you have charter or optional, school-specific goals (through the SPF) tied to this assessment?	If yes, please report the goal language utilized:	Utility of the information (do you utilize the information at your school; if yes, how?)
SC Pass	SS and Science	Annually	No		
SC Ready	Language and Math	Annually	No		
DRA 2	Reading and Writing	3 times per year	Yes	Each student is expected to make 1 year's growth per DRA2+ level (grade level) Students will be assessed with leveled text showing 1 year's growth and the End Of Year. Based on their Accuracy percentage levels (in table below) with an appropriate text, they will receive a "Meets, Exceeds" etc... for that school year in Reading.	Yes, as a diagnostic tool for teachers and administration
EOCs	Algebra, Biology, English 1, US History	Annually when course is offered	Yes		
Albanesi Assessments	Math	Per child	No		
Three part lesson	All subjects in Elementary	Per Child	No		
Synthesis Projects	HS subjects	Per Teacher	No		
Portfolios	Art		No		
Tests	Secondary Subjects	Per Teacher	No		

Strategy #1: Outreach into our community through local churches as well as doing outreach at local events, outside of stores, etc.

Description of Action Steps to Implement the Strategy (can be very procedural; e.g. review marketing materials)	Timeline (month/year start and anticipated duration)	Key Personnel (role and affiliation if not the school)	Implementation Benchmarks (data or processes reviewed to ensure the strategy is having the intended impact—it's ok to say N/A at this time)
Expanding social media presence	Ongoing	One staff member from each level	N/A
Redesigning website	End of March	Parent and Leadership Team	N/A
Outreach	Ongoing	Staff, students and Leadership Team	Increase in diversity of student population

Strategy #2: Advertisement in local newspapers, military

<b>Description of Action Steps to Implement the Strategy</b> <i>(can be very procedural; e.g. review marketing materials)</i>	<b>Timeline</b> <i>(month/year start and anticipated duration)</i>	<b>Key Personnel</b> <i>(role and affiliation if not the school)</i>	<b>Implementation Benchmarks</b> <i>(data or processes reviewed to ensure the strategy is having the intended impact—it's ok to say N/A at this time)</i>
Advertising in papers	All year	Business Office	N/A
Chamber of Commerce Members	All year	Leadership team	N/A
Development of new marketing materials	3 months	Leadership team	N/A