

# COPPER HILLS ELEMENTARY SCHOOL



**Address:** 7635 WEST 3715 SOUTH  
MAGNA UT84044-2399

**Principal:** Janice R. Flanagan

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## Demographics

School Profile	2014-2015		2015-2016		2016-2017	
October 1st Enrollment						
Asian	2	0	4	↑ 2	N/A	N/A
Black	13	↑ 3	10	↓ 3	N/A	N/A
Caucasian	283	↑ 6	311	↑ 28	N/A	N/A
Native American	2	↓ 4	3	↑ 1	N/A	N/A
Pacific Islander	34	↑ 2	36	↑ 2	N/A	N/A
Hispanic	201	↓ 12	203	↑ 2	N/A	N/A
Total:	535	↓ 5	567	↑ 32	N/A	N/A
Free and Reduced Lunch	69.3%	↑ 2.4%	60.5%	↓ 8.8%	N/A	N/A
Average Attendance	98.8%	↑ 3.1%	N/A	N/A	N/A	N/A
Mobility	26.1%	↑ 3.5%	N/A	N/A	N/A	N/A
Stability	73.9%	↓ 3.5%	N/A	N/A	N/A	N/A
Served by Special Education	16.8%	↓ 1.5%	13.8%	↓ 3.0%	N/A	N/A
Limited English Proficient	30.7%	↓ 4.5%	25.6%	↓ 5.1%	N/A	N/A

## Assessment Data

Student Assessment of Growth and Excellence (SAGE)	2014-2015	2015-2016	2016-2017
School Accountability Reports	2014-2015	2015-2016	2016-2017
Utah Comprehensive Accountability System (UCAS)			
School Grade	C		

## School Generated Data

DIBELS Scores									
2013-2014					2014-2015				
Grade:		Benchmark	Begin(%)	End(%)	Grade:		Benchmark	Begin(%)	End(%)
K	Benchmark	36	48		K	Benchmark	41	64	
	Strategic	22	23			Strategic	14		
	Intensive	42	29			Intensive	45		
01	Benchmark	40	40		01	Benchmark	40	42	
	Strategic	13	49			Strategic	13		
	Intensive	47	10			Intensive	47		
02	Benchmark	60	52		02	Benchmark	45	54	
	Strategic	6	34			Strategic	10		
	Intensive	34	13			Intensive	45		
03	Benchmark	47	64		03	Benchmark	55	68	
	Strategic	15	23			Strategic	12		
	Intensive	38	12			Intensive	33		
04	Benchmark	55	55		04	Benchmark	52	56	
	Strategic	7	34			Strategic	13	23	
	Intensive	38	11			Intensive	35	21	
05	Benchmark	48	59		05	Benchmark	49	57	
	Strategic	35	16			Strategic	25	23	

	Intensive	17	25		Intensive	26	20
06	Benchmark	78	79	06	Benchmark	82	81
	Strategic	9	11		Strategic	7	11
	Intensive	13	10		Intensive	11	8

### Commitments

#### Commitment to All Students

Check all that apply:

**Tier 1:** Whole group instruction

- Assess all students routinely and identify students' academic and/or behavioral support needs
- Improve core instruction including the use of informal assessment and re-teaching to maximize student learning
- Integrate differentiated strategies during instructional delivery
- Increase student achievement by utilizing student engagement strategies during core instruction
- Increase academic engagement by utilizing behavioral systems during core instruction
  - common student expectations
  - classroom rules
  - positive reinforcement
  - school-wide system of positive behavior support
- Establish a school culture rooted in respect, responsibility, and excellence.

**Please list any supplemental tools or practices:** (Optional)

PBIS

#### Commitment to Academically At-Risk Students

**Tier 2:** Targeted small group instructional interventions/extensions to core instruction

- Differentiate curriculum and instruction based on students' targeted learning needs
- Provide instructional interventions/extensions in small group settings
- Utilize progress monitoring data to evaluate whether students are benefitting from supplemental instruction
- Increase academic achievement by utilizing targeted student engagement strategies
- Increase academic achievement by utilizing targeted behavior management strategies
- Extend learning time

**Please list any supplemental tools or practices:** (Optional)

after-school classes, in-school academic aides

**Tier 3:** Individualized instructional interventions for students' intensive needs supplemental to Tier 1 and Tier 2 instruction

- Individualize curriculum and instruction based on students' intensive learning needs
- Provide individualized instruction and supports
- Increase academic achievement by utilizing individualized student engagement strategies
- Increase academic achievement by utilizing individualized behavior management strategies
- Utilize progress monitoring data to evaluate whether students are benefitting from intensive instruction
- Use research based strategies/practices
- Extend learning time

**Please list any supplemental tools or practices:** (Optional)

after-school classes, in-school academic aides, special-education classes

## Commitment to Culturally and Linguistically Diverse Students

### Required:

- Embed multiple cultural and ethnic perspectives into the curriculum
- Engage students in analyzing issues from multiple perspectives
- Use REACH (Respecting Ethnic And Cultural Heritage)
- WIDA English Language Development Standards
- Use SIOP (Sheltered Instruction Observation Protocol) for teaching English Language Learners
- Submit Title III Assurances to Educational Equity  
(Submission of the Title III Assurances fulfills Section 4: Commitments for ELLs)
- Administer and analyze parent and student school climate surveys

### What curriculum tools and supplemental instructional programs are you using?

#### K-12

- Imagine Learning English (computer assisted software)

#### Elementary Only

- Imagine It (ELD Supplement)
- GO Math! ESL Support

#### Other - please describe: (Optional)

Utah Compose, IXL, Spelling City, Moby Max language programs

## Commitment to Gifted/High Achieving Students

### Check all that apply:

#### Level 1: Differentiation within Regular Classroom (mildly advanced)

- Differentiated curriculum and instruction for high ability learners
- Curriculum compacting
- Flexible groupings including by ability or interest
- Individualized instruction
- Independent study
- Advanced materials and textbooks

#### Other - please describe: (optional)

Utah Compose, IXL, Spelling City, Moby Max language programs

To be in compliance, a school should select at least one option from either Level 2 or 3. It is not necessary to have options in both levels.

#### Level 2: Specialized Academic Grouping (mildly advanced to gifted)

#### Level 3: Specialized Academic School Classes (moderately advanced to gifted)

- Elementary full day gifted and talented class

## Commitment to Students with Disabilities

### Required:

- Follow Policies and Procedures to ensure that all students with disabilities who are in need of special education and related services are identified, located and evaluated
- Identify students' intensive learning needs through comprehensive evaluation by a multidisciplinary

- team using a combination of formal and informal measures
- Develop individual plans, including direct services and supports to meet the needs of students with disabilities
- Provide a continuum of service options to meet the individual needs of students with disabilities
- Use evidence-based curriculum and strategies with fidelity to meet the individual needs of students with disabilities
- Differentiate and/or modify curriculum and instruction based on students' individual learning needs
- Increase academic engagement by utilizing evidence-based classroom engagement and behavior management strategies
- Use ongoing progress monitoring data to evaluate whether student is benefitting from individualized education program
- Provide access to the general curriculum and opportunities with non-disabled peers in the least restrictive environment

The following curriculum, instructional strategies and assessments are supported by the Special Education Department as supplementary to the general curriculum materials, strategies and assessment tools.

**Elementary Special Education**

**Check all that apply:**

**Curriculum for Elementary Special Education**

**What curriculum tools and supplemental instructional programs are you using for resource settings?**

**Reading**

- Open Court Interventions, 2000
- Words Their Way
- Imagine It!

**Social Skill**

- Skill Streaming
- Super Heroes
- Think Social
- Tough Kids
- Boys Town

**Mathematics**

- Go Math!
- Touch Math

**Curriculum for Elementary Special Education**

**What curriculum tools and supplemented instructional programs are you using for self-contained settings?**

**Reading**

- Open Count Intervention 2000
- Words Their Way

**Language, Oral & Written**

**Mathematics**

- GO Math

**Writing**

**Social Skills****Instructional Strategies for Elementary Special Education****What instructional strategies are you using?**

(Supported Instructional Grouping Strategies are ordered from least to most intensive)

**Less Intensive** (These services are provided as push-in or pull-out based on student need)

- Small homogeneous group of 3-5 students, 80% or greater special education students
- Adjust instruction/services based on student progress

**More Intensive** (These services are provided in addition to the services listed under Less Intensive)

- Small homogeneous group of 2-3 special education students
- Pull-out outside of whole group instruction time
- Adjusted instruction/services based on student progress

**Assessment for Elementary Special Education****What assessments are you using?**

- DIBELS Next: Weekly reading progress monitoring on students' instructional level
- GSD Universal Screener: Progress monitoring on students' instructional level in math, reading, and language
- CBM writing assessments - weekly
- Program assessments and/or mastery tests according to program schedule
- Diagnostic assessment

### **Tier 1 Curriculum & Assessment for Elementary Students in English Language Arts**

**Check all that apply:**

**Curriculum** - Utah ELA Core Standards supported by the GSD instructional framework (curriculum maps, lesson design template, assessments).

**What curriculum tools are you using?**

- Imagine It! – Adopted elementary reading curriculum for Granite School District

**Instructional Supports****What instructional supports and materials are you using?**

- Open Court Intervention Guide (2000)
- Imagine It! Differentiated Supplementary Materials (Challenge Guide, ELD Guide, Reteach Guide, Intervention Guide, etc.)
- Words Their Way
- Utah Compose
- Leveled Readers
- Inquiry Projects
- Utah Compose, IXL, Spelling City, Moby Max language programs, and Read Theory for at-home and in-school practice and learning

**Instructional Strategies**

**What instructional strategies are you using?**

- Use heterogeneous whole group instruction in Reading/Language Arts integrated with other content areas to teach the Utah ELA Core Standards
- Use whole group instruction to teach phonemic awareness, phonics, fluency, vocabulary, comprehension, oral language, and written language
- Use small group differentiated instruction in flexible homogeneous groups designed to meet the instructional needs of students
- Para-professionals work under the direction of the teacher to assist students

**Assessment****What assessments are you using?**Required:

- DIBELS Next
- Granite Benchmark
- SAGE

Optional:

- Imagine It! lesson/unit
- Utah Compose
- Common Formative Assessments

### **Tier 1 Curriculum & Assessment for Elementary Students in Mathematics**

**Check all that apply:****Curriculum****What curriculum tools are you using?**

- Houghton Mifflin Go Math!, 2012

**Instructional Supports****What instructional supports and materials are you using?**

- Math literature
- Technology (calculators, computers, iPods, iPads, interactive boards)
- Journals
- Math vocabulary
- Mathboards
- Manipulatives
- Online district created materials

**Instructional Strategies****What instructional strategies are you using?**

Use heterogeneous whole group instruction daily for all students following curriculum maps and

- pacing guides
- Use small group differentiated instruction daily in flexible homogeneous groups designed to meet the instructional needs of students
- Create small groups to accommodate students of varied skill levels and provide leveled feedback
  - Teacher-directed small group instruction
  - Independent academic learning centers
  - Vocabulary activities
  - Partner games
  - Independent math practice
  - Math projects
  - Math journals/writing
  - Advanced enrichment activities

**Other services for instructional strategies:** (Optional)

IXL and Moby Max for in-school and at-home practice and reinforcement

**Assessment**

**What assessments are you using?**

- Granite Benchmark Assessments
- HMH Go Math! assessments
- UTIPS and Common Formative Assessments like exit tickets

### College and Career Readiness

**Please briefly describe how your school is addressing College and Career Readiness.**

**Create early awareness, knowledge, and skills that lay the foundation for the academic rigor and social development necessary for college and career readiness.**

- Implement programs focused on problem solving, decision making, responsibility, self-management (school-wide positive behavior supports, etc.)
- Integrate college and career awareness into curriculum (mock job/college applications, school store, writing letters to colleges, college/career reports, etc.)
- Inform parents about college planning (newsletters, Utah Education Savings Plan, UESP, etc.)
- Your choice:  
T-shirts for 6th graders, "Class of 2022" /College pride Day once a week

**Recommended Supports:**

- Elementary counseling professionals (social workers, school psychologists, counselors)
- Positive Behavior Supports - PBS or ABC/UBI
- Discussion with students and parents about college and career aspirations in SEP meetings

### Goal - Increase Achievement for Every student

**Focus Area/Objective 1:**

**Choose or write at least one measurable objective:**

**Literacy**

- The average proficiency score by grade for 2<sup>nd</sup> - 6<sup>th</sup> grades as measured by the Granite ELA Benchmarks from pre to post test for either 1<sup>st</sup> and/or 2<sup>nd</sup> Semester will increase by %

	1st Semester			2nd Semester		
	Pre	Post	Gain/Loss	Pre	Post	Gain/Loss
2 <sup>nd</sup> Grade	%	%	%	%	%	%
3 <sup>rd</sup> Grade	%	%	%	%	%	%
4 <sup>th</sup> Grade	%	%	%	%	%	%
5 <sup>th</sup> Grade	%	%	%	%	%	%
6 <sup>th</sup> Grade	%	%	%	%	%	%

- The percentage of students showing growth in grades K-6 in Reading using DIBELS Next Benchmark Assessment, comparing BOY to EOY of the current year, will increase based on established District goals.

Grade Level	BOY 2016	EOY 2016	Growth Goal	Actual Growth
K	44%	59%	15%	%
1	50%	56%	6%	%
2	46%	42%	2%	%
3	41%	50%	8%	%
4	57%	62%	5%	%
5	39%	50%	11%	%
6	69%	74%	5%	%

- Other

**Focus Area/Objective 2:**

**Choose or write at least one measurable objective:**

**Elementary Math**

The number of proficient students will increase by 3% as measured by SAGE

	2014-15 %Proficient	2015-16 %Proficient	Growth
4 <sup>th</sup> Grade	37%	40%	3%
5 <sup>th</sup> Grade	38%	41%	3%
6 <sup>th</sup> Grade	29%	32%	3%

The average proficiency score by grade for 1st - 6th grades as measured by the Granite Math Benchmarks from pre to post test for both 1st and 2nd Semester will increase by %

	1st Semester			2nd Semester		
	Pre	Post	Gain/Loss	Pre	Post	Gain/Loss
1 <sup>st</sup> Grade	%	%	%	%	%	%
2 <sup>nd</sup> Grade	%	%	%	%	%	%
3 <sup>rd</sup> Grade	%	%	%	%	%	%
4 <sup>th</sup> Grade	%	%	%	%	%	%
5 <sup>th</sup> Grade	%	%	%	%	%	%
6 <sup>th</sup> Grade	%	%	%	%	%	%

**Other - please describe:** (Optional)

**Action Steps**

**Literacy**

Please write 3 action steps to achieve your goals in Literacy from Section 6: (Increase achievement for every student)



1. After-school re-teaching and reinforcement by teachers and para-professionals
2. Small-group learning in class with teacher and para-professionals with T-time for enrichment and re-teaching
3. Incentives for reading: Road to Success, etc.

**Mathematics**

Please write 3 action steps to achieve your goals in Mathematics from Section 6: (Increase achievement for every student)

1. After-school re-teaching and reinforcement by teachers and para-professionals
2. Small-group learning in class with teacher and para-professionals with T-time for enrichment and re-teaching
3. Students track data in their data books and are rewarded for meeting goals

**Parent and Community Engagement**

Please write 3 action steps to achieve your goals in Section 8: (Enrich and Increase Parent and Community Engagement)

1. School-Family Math and Literacy nights
2. Family center with baby-sitting co-op so parents can assist in classrooms or preparing materials
3. Communication through paper notes, emails, Edulink notifications, electronic marquee, etc.

**Goal – Enrich and Increase Parent and Community Engagement**

**Required:**

- 100% of teachers will have a web presence that is information-based and up to date
- School will maintain a well-designed, up to date, information-based school web site

**Choose or write at least one additional measurable objective:**

- 100% of parents will attend individual SEP conferences or be contacted by the teacher using email, phone or mail (Elementary only)

**School-Wide Behavior Plan**

**School-Wide Expectations:**

Positively stated specific behavior expectations(list 3-5):

1. Be Safe
2. Be Respectful
3. Be Responsible
- 4.
- 5.

Consensus established for these expectations (Check all that apply): Date Aug. 17, 2015

- Faculty meeting
- PLC
- Other established PBIS plan and training 2X/yr
- Lines of Evidence on File (i.e, meeting notes, agendas)

Expectations are communicated to the following stakeholders (Check all that apply):

- Administrators, Faculty and Staff
- Faculty meeting
- E-mail

Date Aug. 17, 2015

- Shared drive
- Public posting
- Students
  - Assembly Date **Aug. 28, 2015**
  - Classroom presentations
  - Public posting (Classrooms, Halls, Cafeteria, etc.)
  - Other **trainings twice every year**
- Parents/Community
  - Community Council meeting Date **Sept. 9, 2015**
  - PTA
  - Newsletter
  - School Website
  - Social Media
- Lines of Evidence on File (i.e, schedules, documents, links)

Steps followed to teach and model School-Wide expectations at the school-wide, grade, and classroom levels:

- 1. Beginning of year Kick Off Assembly Date **Aug. 28, 2015**
- 2. Teacher directed lessons for school-wide/classroom expectations
- 3. Tour of school common areas with instruction on expectations in each location
- 4. Student Body Officer/student leadership presentations
- Lines of Evidence on File (i.e, schedules, lesson plans, presentations)

Behavior supports are used to specifically reinforce school-wide expectations: Check all that apply

- 200 Club
- Ticket system for drawing
- School store or tokens to buy things
- Lunch with principal or other adult
- School-wide activities
- Community coupons
- Positive calls home
- Bulletin Board
- Point Systems (class contingency or individual)
- Every Day Counts- attendance program
- Lines of Evidence on File (i.e, schedules, pictures, documents, examples)

**School-Wide System to Address Behavior Violations:**

Bullying, harassment, and physical aggression,  
or any violation of school-wide expectations

Behaviors that violate school-wide expectations are clearly defined for all students.

Yes

Behaviors that violate school-wide expectations are defined by levels of severity to address all students.

Yes

A hierarchy of consequences based on the severity of the violation is established for all students.

Yes

Lines of evidence on file (i.e., procedural documents, flow charts, hierarchy organizer)

Methods used to communicate these procedures to Administrators, Students, Teachers, and Parents

(Mark all that apply)

Posting within the school

- Instructional materials
  - Handbooks/Manuals
  - E-file
  - Posted on school website
  - Lines of Evidence on File
- 

Monitoring of behavior expectations:

Administration/Faculty/Staff are aware of responsibilities for monitoring behavior in common areas:

- Hallways
  - Cafeteria
  - Restrooms
  - Locker room/Gym
  - Outside areas
  - Library
  - Computer Lab
  - Auditorium/Multipurpose Room
  - Lines of Evidence on FILE (i.e., assignment schedules)
- 

Reporting/Documenting procedures:

- Faculty Training                      Date **Aug. 17, 2015**
- Staff Training                              Date **Aug. 28, 2015**

Administration/Faculty/Staff understands reporting procedures for severe behavior (including suicidal ideation).

- Office Discipline referrals (ODRs)
  - Electronic documentation
  - Written report
- Direct Verbal report to Administration
  - And/or Counseling Professional for suicidal ideation
- Parent notification for all students involved
- Student Support Team Review
- Granite Prevention and Student Placement Referral
  - Safe School/Conduct violations
  - Drug and alcohol violations
  - Tobacco/E-cigarette violations

Administration is aware of documenting procedures for severe behavior incidents (including suicidal ideation)

- Discovery documentation
- Written report

Students are aware of reporting procedures for behavior incidents that involve themselves or others.

- Written (Buddy Box, etc.)
- District Hotline
- Direct report to Administration/Faculty/Staff

Parents/Community are aware of reporting procedures for behavior incidents that involve their students or others.

- Written/Email
- Direct report to Administration/Faculty/Staff
- District Hotline

Reporting procedures include parent notification for behavior incidents involving their student.

- Yes

- Lines of Evidence on File (i.e., procedural handbook, documents, links)

**Data Review of School-Wide Behavior Plan:**

Behavior Data that has been reviewed:

- Attendance/Tardiness
- Office Discipline Referrals
- In and out of school suspensions

School-wide behavior data is reviewed by:

- Administrator
- Leadership team
- Student Support Team
- Faculty
- Grade level/Departments

School-wide behavior data is reviewed by Administration/Faculty/Staff:

- Monthly

School-wide behavior data is reviewed for disproportionality (race, gender, identity, language, ethnicity, disability):

- Yearly

School-wide behavior plan is revised based on data:

- Yearly

Revised School-wide behavior plan is shared with Administration/Faculty/Staff:

- Yearly

- Lines of evidence on file (i.e., agendas, meeting notes, documents, schedules)

Outline greatest challenges in implementation of your school-wide behavior plan this year:

Training new teachers and staff as we go along as well as students who move into the school.

Identify focus of improvement in your School-Wide Behavior Plan for next year:

We have monthly goals that we work on, focusing on respect, safety, and responsibility. These goals are based on needs that arise.

**Community Council Membership**

**School Community Council Membership Form (2014-2015)**

Principal, Employees, and Parent/Guardians

<b>Chairperson</b>	<b>Email</b>	<b>Chairperson is</b>	<b>Term</b>
DANIEL BARTHOLOMA	<a href="mailto:DBartholoma@gmail.com">DBartholoma@gmail.com</a>	Parent/Guardian	2013-2015
<b>Vice Chairperson</b>	<b>Email</b>	<b>Vice Chairperson is</b>	<b>Term</b>
CASSANDRA BOWERS	<a href="mailto:bowerssjc@yahoo.com">bowerssjc@yahoo.com</a>	Parent/Guardian	2013-2015
<b>Other Council Members</b>	<b>Email</b>	<b>Represents</b>	<b>Term</b>
BECKY VANDERBEEK	<a href="mailto:vanderbeekbecky@gmail.com">vanderbeekbecky@gmail.com</a>	Parent/Guardian	2014-2016
WENDEE WEIGHT	<a href="mailto:gryphon.of.white@gmail.com">gryphon.of.white@gmail.com</a>	Parent/Guardian	2014-2016
CHRISTY OLSEN	<a href="mailto:oils2youfromme@gmail.com">oils2youfromme@gmail.com</a>	Parent/Guardian	2013-2015
WENDY TIMOTHY	<a href="mailto:wtimothy@graniteschools.org">wtimothy@graniteschools.org</a>	School Employee	2014-2016
JOAN THOMPSON-HARRIS	<a href="mailto:jthompson-harris@graniteschools.org">jthompson-harris@graniteschools.org</a>	School Employee	2014-2016
JANICE FLANAGAN	<a href="mailto:jrflanagan@graniteschools.org">jrflanagan@graniteschools.org</a>	Administrator	2014-2016
<b>School Director</b>	<b>Email</b>		

GAIL HOWE [kghowe@graniteschools.org](mailto:kghowe@graniteschools.org)

**Meeting Dates:**  
Sept. 10, Oct. 8, Nov. 12, Dec.10, Jan. 14, Feb. 18, March 11, Apr. 8, May 13

Yes  No  Has your plan been approved by your Community Council?

**Comments:**

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**School Community Council Membership Form (2015-2016)**

1 Principal, Employees, and Parent/Guardians  
*The Council Chairperson and Council Vice Chairperson should not be listed twice.*

<b>Chairperson</b> DANIEL BARTHOLOMA	<b>Email</b> <a href="mailto:DBartholoma@gmail.com">DBartholoma@gmail.com</a>	<b>Chairperson is</b> Parent/Guardian	<b>Term</b> One year only
<b>Vice Chairperson</b> WENDY TIMOTHY	<b>Email</b> <a href="mailto:WTIMOTHY@GRANITESCHOOLS.ORG">WTIMOTHY@GRANITESCHOOLS.ORG</a>	<b>Vice Chairperson is</b> School Employee	<b>Term</b> 2014-2016

**(NOTE: If parent members do not have an email address, use principal's email)**

<b>Other Council Members</b>	<b>Email</b>	<b>Represents</b>	<b>Term</b>
AARON WEIGHT	<a href="mailto:gryphon.of.white@gmail.com">gryphon.of.white@gmail.com</a>	Parent/Guardian	2015-2017
WENDY WEIGHT	<a href="mailto:gryphon.of.white@gmail.com">gryphon.of.white@gmail.com</a>	Parent/Guardian	2014-2016
SARAH PRINTY	<a href="mailto:sbjensen1@gmail.com">sbjensen1@gmail.com</a>	Parent/Guardian	2015-2017
CHRIS SCOTT	<a href="mailto:cscott7365@gmail.com">cscott7365@gmail.com</a>	Parent/Guardian	2015-2017

<b>School Director</b> GAIL HOWE	<b>Email</b> <a href="mailto:kghowe@graniteschools.org">kghowe@graniteschools.org</a>
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**Meeting Dates:**  
9/9/15, 10/21/15, 11/6/15, 11/11/15, 1/13/16, 2/17/16, 3/9/16, 4/13/16, 5/11/16

Yes  No  Has your plan been approved by your Community Council?

**Comments:**  
Approved by SCC on 11/11/15 by unanimous vote.