

[Goto Bottom of Page](#)

SPRING LANE ELEMENTARY SCHOOL



Address: 5315 SOUTH 1700 EAST
SALT LAKE CITY UT84117-7499

Principal: AFTON LAMBSON

Phone: (385) 646-4906
Email: aklambson@graniteschools.org



1 Demographics

The **School Profile** summarizes demographic trends about your school for the past three years. This data is provided by district **Information Systems** data banks.

[Next Section](#)

School Profile	2017-2018	2018-2019	2019-2020
October 1st Enrollment			
Asian	53 ↑ 3	48 ↓ 5	N/A
Black	22 ↓ 9	28 ↑ 6	N/A
Caucasian	377 ↓ 9	332 ↓ 45	N/A
Native American	14 ↑ 6	16 ↑ 2	N/A
Pacific Islander	6 ↓ 2	11 ↑ 5	N/A
Hispanic	70 ↑ 1	55 ↑ 15	N/A
Total:	542 ↓ 10	490 ↓ 52	N/A
Free and Reduced Lunch	37.6% ↓ 7.0%	41.2% ↑ 3.6%	N/A
Average Attendance	93.8% ↓ 0.6%	N/A	N/A
Mobility	22.1% ↑ 0.3%	N/A	N/A
Stability	77.9% ↓ 0.3%	N/A	N/A
Served by Special Education	4.8% ↓ 6.3%	6.3% ↑ 1.5%	N/A
Limited English Proficient	12.2% ↓ 1.7%	N/A	N/A

[Previous Section](#)

2 Assessment Data

The **Test Results** section summarizes your school's evaluation test result trends for the past three years. This data is provided by district, state and national sources.

[Next Section](#)

School Assessment of Growth and Excellence	SAGE	RISE	RISE
	2017-2018	2018-2019	2019-2020
EN	43.71%		
MA	46.64%		
SC	43.37%		

School Accountability Reports	2017-2018	2018-2019	2019-2020
Utah Comprehensive Accountability System (UCAS)			
School Grade	<input type="text"/>	<input type="text"/>	<input type="text"/>

[Previous Section](#)

3 School Generated Data

Provide **required** School generated information here.



[Next Section](#)

DIBELS Scores									
2017-2018					2018-2019				
Grade:	K	Benchmark	Begin(%)	End(%)	Grade:	K	Benchmark	Begin(%)	End(%)
			74	77				54	
		Strategic	10	10			Strategic	23	
		Intensive	16	13			Intensive	23	
	01	Benchmark	73	54		01	Benchmark	61	
		Strategic	13	14			Strategic	11	
		Intensive	14	32			Intensive	28	
	02	Benchmark	81	80		02	Benchmark	68	
		Strategic	7	9			Strategic	11	
		Intensive	12	11			Intensive	21	

03	Benchmark	<input type="text" value="74"/>	<input type="text" value="71"/>	03	Benchmark	<input type="text" value="76"/>	<input type="text"/>
	Strategic	<input type="text" value="6"/>	<input type="text" value="9"/>		Strategic	<input type="text" value="8"/>	<input type="text"/>
	Intensive	<input type="text" value="20"/>	<input type="text" value="20"/>		Intensive	<input type="text" value="16"/>	<input type="text"/>
04	Benchmark	<input type="text" value="70"/>	<input type="text" value="77"/>	04	Benchmark	<input type="text" value="77"/>	<input type="text"/>
	Strategic	<input type="text" value="11"/>	<input type="text" value="12"/>		Strategic	<input type="text" value="7"/>	<input type="text"/>
	Intensive	<input type="text" value="19"/>	<input type="text" value="12"/>		Intensive	<input type="text" value="16"/>	<input type="text"/>
05	Benchmark	<input type="text" value="70"/>	<input type="text" value="76"/>	05	Benchmark	<input type="text" value="59"/>	<input type="text"/>
	Strategic	<input type="text" value="19"/>	<input type="text" value="10"/>		Strategic	<input type="text" value="24"/>	<input type="text"/>
	Intensive	<input type="text" value="11"/>	<input type="text" value="15"/>		Intensive	<input type="text" value="17"/>	<input type="text"/>
06	Benchmark	<input type="text" value="81"/>	<input type="text" value="80"/>	06	Benchmark	<input type="text" value="80"/>	<input type="text"/>
	Strategic	<input type="text" value="12"/>	<input type="text" value="11"/>		Strategic	<input type="text" value="17"/>	<input type="text"/>
	Intensive	<input type="text" value="8"/>	<input type="text" value="9"/>		Intensive	<input type="text" value="3"/>	<input type="text"/>

[Previous Section](#) ▲

4 Commitments

"We believe....."

All individuals have equal worth. All people have the right and responsibility to be educated. Every student deserves respect, acceptance, and encouragement. Cultural diversity enriches the quality of life. Every student can learn. High expectations foster high achievement. School and family share responsibility for building character, integrity and self-esteem."



-Granite School District Board of Education Mission and Beliefs Statement

▼ [Next Section](#)

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)

PBG

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)

PBG

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)

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

- Cultural Competence and Courageous Practice: Working Together for Inclusion, Equity and Excellence
- Seven Step Vocabulary
- Inside the USA (Newcomers)
- Imagine Learning English (computer assisted software)
- ExCELL (Expediting Comprehension for English Language Learners) [Grades 4-12]

Elementary Only

- | | |
|--|---|
| <input checked="" type="checkbox"/> Write Up A Storm | <input checked="" type="checkbox"/> GO Math! ESL Support |
| <input checked="" type="checkbox"/> Wonders (ELD Supplement) | <input type="checkbox"/> Ballard & Tighe - Carosel of Ideas |
| <input type="checkbox"/> Bright Ribbons | <input checked="" type="checkbox"/> ELD Resource Guide |

Other - please describe: (Optional)

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
- Early course entry
- Internships, mentorships and self-designed courses

Other - please describe: (optional)

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)

- Elementary cluster grouping with gifted endorsed teacher

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

- Elementary subject specific partial day gifted and talented class
- 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

- Early Interventions in Reading I & II
- Wonder Works
- Step up to Writing
- Expressive Writing
- Phonics for Reading
- Words Their Way Within Wonder Works
- Barton Reading

Social Skill

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

Mathematics

- Go Math!
- Touch Math
- Rocket Math
- ST Math
- Every Day Counts
- Engage N Y
- i-Ready

Curriculum for Elementary Special Education

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

Reading

- Early Interventions in Reading I & II
- Wonder Works
- AA & SEL
- Edmark Reading I + II
- Edmark Functional Word Series
- Phonics for Reading
- STAR
- Words Their Way
- Assert Curriculum
- Early Literacy Skill Builder
- Early Reading Skill Builder
- Barton Reading

Language, Oral & Written

- Language for Learning
- Language for Thinking
- Language for Writing
- Wonders
- Wonder Works
- Star

Mathematics

- Touch Math
- Everyday Counts
- Distar Arithmetic I
- ST Math
- Teaching to Standards: Math
- Engage N Y
- Early Numeracy
- STAR
- We Can!
- GO Math
- Rocket Math
- Assert Curriculum

Writing

- Language for Writing
- Step up to Writing
- Wonder Works
- POWER Series
- Expressive Writing
- First Author

Social Skills

- Skill Streaming
- Good Talking Words
- Think Social
- Super Heroes

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
- Granite Benchmarks: 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
- CFA
- BCP
- DLM
- i-Ready - Math

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?

- Wonders - Adopted elementary reading curriculum for Granite School District
-

Instructional Supports

What instructional supports and materials are you using?

- Wonders Differentiated
- Open Court Intervention Guide (2000)
- Instructional Materials for Approaching, On, Beyond, ELL Levels (Level Up Lessons, Access Complex Text, ELL Supports etc.)
- William and Mary Curriculum for Advanced Learners
- Six Minute Solution
- Words Their Way
- Write Up A Storm
- Utah Compose
- Leveled Readers
- Research & Inquiry Projects
- Wonders
- Phonemic Awareness (Heggerty)
- Phonics Template
- Dyad Reading
- Multi Syllabic Routine
-

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
-

Assessment

What assessments are you using?

Required:

- DIBELS Next
- Granite Benchmark
- RISE

Optional:

- Wonders lesson/unit
- Core Phonics Screener
- Words Their Way Spelling Inventory
- Utah Compose
- Common Formative Assessments
- Other

Tier 1 Curriculum & Assessment for Elementary Students in Mathematics

Check all that apply:

Curriculum

What curriculum tools are you using?

- Houghton Mifflin Go Math!
- Every Day Counts
- ST Math

Instructional Supports

What instructional supports and materials are you using?

- Great Source Mathematics Handbooks
- Elementary and Middle School Mathematics, 7th Ed.
- 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
 - Independent math practice
 - Math projects
 - Math journals/writing

Advanced enrichment activities

Other services for instructional strategies: (Optional)

Assessment

What assessments are you using?

Required

Granite Benchmark Assessments

Optional

HMH! Go Math! assessments

CFA

[Previous Section](#) ▲

5 **College and Career Readiness**

▼ [Next Section](#)

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.

Create a college going culture in grades 4-6 (college bulletin boards, college/career day or week, college going discussions, guest speakers, etc.)

Develop an early warning system for at-risk students (PLCs, Student Support Teams, etc.)

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:

Recommended Supports:

Elementary counseling professionals (social workers, school psychologists, counselors)

Positive Behavior Supports - PBS or ABC/UBI

AVID

Eight Components of College and Career Readiness (College Board)

Discussion with students and parents about college and career aspirations in SEP meetings

[Previous Section](#) ▲

6 **Goal - Increase Achievement for Every student**

▼ [Next Section](#)

Focus Area/Objective 1:
Choose or write at least one measurable objective:

Literacy

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

	1st Semester			2nd Semester		
	Pre	Post	Gain/Loss	Pre	Post	Gain/Loss
2 nd Grade	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
3 rd Grade	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
4 th Grade	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
5 th Grade	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %

	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
6 th Grade	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %

*If you chose this option, you must reopen the SSAP and complete the table after the second semester.

percentage (must be 60% or greater) of students will make typical or above typical progress BOY to EOY according to the DIBELS Paths Ways of Progress.

Grade Level	POP Goal	POP EOY Typical	Met Goal
	2018-2019	2018-2019 or Above Growth	Yes / No
K	<input type="text"/> 62 %	<input type="text"/> %	<input type="text"/>
1	<input type="text"/> 79 %	<input type="text"/> %	<input type="text"/>
2	<input type="text"/> 74 %	<input type="text"/> %	<input type="text"/>
3	<input type="text"/> 84 %	<input type="text"/> %	<input type="text"/>
4	<input type="text"/> 74 %	<input type="text"/> %	<input type="text"/>
5	<input type="text"/> 77 %	<input type="text"/> %	<input type="text"/>
6	<input type="text"/> 78 %	<input type="text"/> %	<input type="text"/>

*If you chose this option, you must reopen the SSAP and complete the table after the second semester.

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/RISE

	2017-18	2018-19	Growth
	%Proficient	%Proficient	
4 th Grade	<input type="text"/> 44 %	<input type="text"/> %	<input type="text"/> %
5 th Grade	<input type="text"/> 48 %	<input type="text"/> %	<input type="text"/> %
6 th Grade	<input type="text"/> 39 %	<input type="text"/> %	<input type="text"/> %

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 st Grade	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
2 nd Grade	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
3 rd Grade	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
4 th Grade	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
5 th Grade	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %
6 th Grade	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %	<input type="text"/> %

*If you chose this option, you must reopen the SSAP and complete the table after the second semester.

Other - please describe: (Optional)

[Previous Section](#)

7 Action Steps



Next Section

Literacy

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

1. Implement Dyad reading in all classes
2. Implement multi-syllabic reading strategies in K-3
3. Train all teachers on effective progress monitoring and small group reading practices

Mathematics

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

1. Focus training on all non student days around math curriculum and strategies, including PBG support for all grades in Math
2. Implement ST math supports for all students, with an emphasis on English Language Learners

3.

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

1.

2.

3.

[Previous Section](#) ▲

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

▼ [Next Section](#)

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 CCR PLAN or be contacted by the teacher using email, phone or mail
- Parent/teacher conference attendance will increase from % to %
- Parent participation in CCR-Plan (College Career Readiness Plan, formerly SEOP) conferences will increase from % to %
- Student participation in extra-curricular and service activities connected to the local community will increase from % to %
- Parent participation in Community Council-sponsored meetings, focus group, surveys, etc. will increase from % to %
- Patron access of school and teacher websites and other electronic media provided by the school (perhaps emails) will increase from % to %
- Other:

[Previous Section](#) ▲

9 → **School-Wide Behavior Plan**

District Commitment: Every School in Granite School District will offer a leaning environment where safety, responsibility and respect prevail and where every student receives support toward achieving academic goals and personal aspirations.

▼ [Next Section](#)

Submit School-Wide Behavior Plan to School Accountability Director. (Submission of the School-Wide Behavior Plan fulfills Section 9.)

[Previous Section](#) ▲

10 → **Community Council Membership**

School Community Council Membership must meet the following **MINIMUM** requirements:

Elementary: 4 parent/guardians + 1 employee + Principal

Councils may have a larger membership provided that the council membership include two or more parent and guardian members than the number of employee members, including the principal.

▼ [Next Section](#)

School Community Council Membership Form (2017-2018)

Principal, Employees, and Parent/Guardians			
Chairperson	Email	Chairperson is	Term
Robin Abramowitz	robin_abramowitz@yahoo.com	Parent/Guardian	2016-2018
Vice Chairperson	Email	Vice Chairperson is	Term
Brandi Edni	bednie@gmail.com	Parent/Guardian	2016-2018
Other Council Members	Email	Represents	Term
Afton Lambson	aklambson@graniteschools.org	Administrator	2017-2019

Jennifer Hsiao	jennyhsiao@gmail.com	Parent/Guardian	2016-2018
Juan Atencio	attencio@hotmail.com	Parent/Guardian	2016-2018
Daniel Burton	dan.burton@gmail.com	Parent/Guardian	2015-2017
Jennifer Bean	fivebeans@hotmail.com	Parent/Guardian	2015-2017
Tanya Lelanuja	tielanuja@gmail.com	Parent/Guardian	2017-2019
April Ridge	adridge@graniteschools.org	School Employee	2016-2018
Brooke Porter	bporter@graniteschools.org	School Employee	2017-2019

School Director **Email**
 Natalie Hansen nhansen@graniteschools.org

Meeting Dates:
 9/19/17, 10/17/17, 11/21/17, 01/16/18, 03/20/18, 04/17/18 at 4:00 pm in the faculty room.

Time: **Location:**

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

Comments:
 Plan disseminated to members for a vote because we do not have a planned meeting.

School Community Council Membership Form (2018-2019)

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

Chairperson	Email	Chairperson is	Term
Mark Kindred	m_kindred@yahoo.com	Parent/Guardian	2017-2019
Vice Chairperson	Email	Vice Chairperson is	Term
Dave Garriott	sig979@yahoo.com	Parent/Guardian	2018-2020

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

Other Council Members	Email	Represents	Term
Daniel Burton	dan.burton@gmail.com	Parent/Guardian	2017-2019
Katherine Larson	katherine.a.larson@gmail.com	Parent/Guardian	2018-2020
Meghan Combs	megmelc@gmail.com	Parent/Guardian	2018-2020
April Ridge	adridge@graniteschools.org	School Employee	2017-2019
Mary Jane Griffith	mgriffith@graniteschools.org	School Employee	2018-2020
Afton Lambson	aklambson@graniteschools.org	Principal	2018-2020

School Director **Email**
 Natalie Hansen nhansen@graniteschools.org



Meeting Dates:
 9/18, 10/11, 11/15, 12/14, 1/17, 2/1, 3/7, 4/19, 5/9

Time: Alternating months 7:15 and **Location:** Faculty lounge

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

Comments:

[Previous Section](#) ▲

[Goto Top of Page](#) □