SPRING LANE ELEMENTARY SCHOOL

Address: 5315 SOUTH 1700 EAST
SALT LAKE CITY UT 84117-7499
Principal: AFTON LAMBSON
Phone: (385) 646-4906
Email: aklambson@graniteschools.org

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.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>October 1st Enrollment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>53</td>
<td>48</td>
<td>5</td>
</tr>
<tr>
<td>Black</td>
<td>22</td>
<td>28</td>
<td>6</td>
</tr>
<tr>
<td>Caucasian</td>
<td>377</td>
<td>332</td>
<td>45</td>
</tr>
<tr>
<td>Native American</td>
<td>14</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>70</td>
<td>55</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>542</td>
<td>490</td>
<td>52</td>
</tr>
<tr>
<td>Free and Reduced Lunch</td>
<td>37.6%</td>
<td>41.2%</td>
<td>N/A</td>
</tr>
<tr>
<td>Average Enrollment</td>
<td>93.8%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Mobility</td>
<td>22.1%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Stability</td>
<td>77.9%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Served by Special Education</td>
<td>4.8%</td>
<td>6.3%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>12.2%</td>
<td>N/A</td>
<td>N/A</td>
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</table>

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.

School Accountability Reports

<table>
<thead>
<tr>
<th>School Assessment of Growth and Excellence</th>
<th>SAGE</th>
<th>RISE</th>
<th>RISE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017-2018</td>
<td>43.71%</td>
<td>46.64%</td>
<td>43.37%</td>
</tr>
<tr>
<td>2018-2019</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019-2020</td>
<td></td>
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</table>

School Generated Data

Provide required School generated information here.

DIBELS Scores

<table>
<thead>
<tr>
<th>Grade:</th>
<th>Benchmark</th>
<th>Begin(%)</th>
<th>End(%)</th>
<th>Grade:</th>
<th>Benchmark</th>
<th>Begin(%)</th>
<th>End(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Strategic</td>
<td>74</td>
<td>77</td>
<td>K</td>
<td>Strategic</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intensive</td>
<td>56</td>
<td>43</td>
<td></td>
<td>Intensive</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>01</td>
<td>Benchmark</td>
<td>73</td>
<td>54</td>
<td>01</td>
<td>Benchmark</td>
<td>61</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strategic</td>
<td>13</td>
<td>14</td>
<td>01</td>
<td>Strategic</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Intensive</td>
<td>14</td>
<td>32</td>
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</tr>
<tr>
<td>02</td>
<td>Benchmark</td>
<td>81</td>
<td>80</td>
<td>02</td>
<td>Benchmark</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strategic</td>
<td>11</td>
<td>11</td>
<td></td>
<td>Strategic</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intensive</td>
<td>12</td>
<td>11</td>
<td></td>
<td>Intensive</td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>
"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

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)

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)

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
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)
- EnCCELL (Expediting Comprehension for English Language Learners) [Grades 4-12]

Elementary Only
- Write Up A Storm
- Wonders (ELD Supplement)
- Bright Ribbons
- GO Math! ESL Support
- Ballard & Tighe - Carosel of Ideas
- 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?**

<table>
<thead>
<tr>
<th>Reading</th>
<th>Social Skill</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Interventions in Reading I &amp; II</td>
<td>Skill Streaming</td>
<td>Go Math!</td>
</tr>
<tr>
<td>Wonder Works</td>
<td>Super Heroes</td>
<td>Touch Math</td>
</tr>
<tr>
<td>Step up to Writing</td>
<td>Think Social</td>
<td>Rocket Math</td>
</tr>
<tr>
<td>Expressive Writing</td>
<td></td>
<td>ST Math</td>
</tr>
<tr>
<td>Phonics for Reading</td>
<td>Smart Kids</td>
<td>Every Day Counts</td>
</tr>
<tr>
<td>Words Their Way Within Wonder Works</td>
<td>Tough Kids</td>
<td>Engage N Y</td>
</tr>
<tr>
<td>Barton Reading</td>
<td>Boys Town</td>
<td>i-Ready</td>
</tr>
</tbody>
</table>

**Curriculum for Elementary Special Education**

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

<table>
<thead>
<tr>
<th>Reading</th>
<th>Language, Oral &amp; Written</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Interventions in Reading I &amp; II</td>
<td>Language for Learning</td>
<td>Touch Math</td>
</tr>
<tr>
<td>Wonder Works</td>
<td>Language for Thinking</td>
<td>Everyday Counts</td>
</tr>
<tr>
<td>AA &amp; SEL</td>
<td>Language for Writing</td>
<td>Distar Arithmetic I</td>
</tr>
<tr>
<td>Edmank Reading I + II</td>
<td>Wonders</td>
<td>ST Math</td>
</tr>
<tr>
<td>Edmank Functional Word Series</td>
<td>Wonder Works</td>
<td>Teaching to Standards: Math</td>
</tr>
<tr>
<td>Phonics for Reading</td>
<td>Star</td>
<td>Engage N Y</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Early Numeracy</td>
</tr>
<tr>
<td></td>
<td>ST Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td>STAR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>We Can!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GO Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rocket Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assert Curriculum</td>
<td></td>
</tr>
</tbody>
</table>

**Writing**

<table>
<thead>
<tr>
<th>Language for Writing</th>
<th>Wonder Works</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step up to Writing</td>
<td>POWER Series</td>
</tr>
<tr>
<td></td>
<td>Expressive Writing</td>
</tr>
<tr>
<td></td>
<td>First Author</td>
</tr>
</tbody>
</table>
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
- 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)

Envisions Math for Chinese

Assessment

What assessments are you using?

Required

Granite Benchmark Assessments

Optional

HMH! Go Math! assessments

CFA

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.

- 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

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 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 %

<table>
<thead>
<tr>
<th>Grade</th>
<th>Pre</th>
<th>Post</th>
<th>Gain/Loss</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Semester</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Semester</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>POP Goal 2018-2019</th>
<th>POP EOY Typical 2018-2019 or Above Growth</th>
<th>Met Goal Yes / No</th>
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<tbody>
<tr>
<td>K</td>
<td>62%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>79%</td>
<td></td>
<td></td>
</tr>
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<td>2</td>
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<tr>
<td>3</td>
<td>84%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>84%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>87%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>78%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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 ____%.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>1st Grade Pre Post Gain/Loss</th>
<th>2nd Grade Pre Post Gain/Loss</th>
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<tbody>
<tr>
<td>1st Grade</td>
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<td></td>
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<td>5th Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6th Grade</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Other - please describe: (Optional)

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### Action Steps

**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. Provide ongoing interventions for students struggling in math through student support team

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

1. Communicate frequently and positively with all parents through school channels and meetings
2. Host informational parent meetings for school programs, including emergency response plan collaboration
3. Host cultural and community event nights with an emphasis on building business partners

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 website

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:

School-Wide Behavior Plan

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

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

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.

School Community Council Membership Form (2017-2018)

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chairperson</td>
<td>Robin Abramowitz</td>
<td><a href="mailto:robin_abramowitz@yahoo.com">robin_abramowitz@yahoo.com</a></td>
<td>2016-2018</td>
</tr>
<tr>
<td>Vice Chairperson</td>
<td>Brandi Edney</td>
<td><a href="mailto:bedney@gmail.com">bedney@gmail.com</a></td>
<td>2016-2018</td>
</tr>
<tr>
<td>Other Council Members</td>
<td>Afton Lambson</td>
<td><a href="mailto:aklampson@graniteschools.org">aklampson@graniteschools.org</a></td>
<td>2017-2019</td>
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<tr>
<td>School Director</td>
<td>Email</td>
<td>Parent/Guardian</td>
<td>Term</td>
</tr>
<tr>
<td>-------------------------</td>
<td>------------------------------</td>
<td>-----------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Natalie Hansen</td>
<td><a href="mailto:nhansen@graniteschools.org">nhansen@graniteschools.org</a></td>
<td></td>
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</tr>
</tbody>
</table>

School Community Council Membership Form (2018-2019)

<table>
<thead>
<tr>
<th>Chairperson</th>
<th>Email</th>
<th>Parent/Guardian</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Kindred</td>
<td><a href="mailto:m_kindred@yahoo.com">m_kindred@yahoo.com</a></td>
<td>Parent/Guardian</td>
<td>2017-2019</td>
</tr>
<tr>
<td>Dave Garriott</td>
<td><a href="mailto:sig979@yahoo.com">sig979@yahoo.com</a></td>
<td>Parent/Guardian</td>
<td>2018-2020</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Other Council Members</th>
<th>Email</th>
<th>Parent/Guardian</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daniel Burton</td>
<td><a href="mailto:dan.burton@gmail.com">dan.burton@gmail.com</a></td>
<td>Parent/Guardian</td>
<td>2017-2019</td>
</tr>
<tr>
<td>Katherine Larson</td>
<td><a href="mailto:katherine.a.larson@gmail.com">katherine.a.larson@gmail.com</a></td>
<td>Parent/Guardian</td>
<td>2018-2020</td>
</tr>
<tr>
<td>Meghan Combs</td>
<td><a href="mailto:megmelc@gmail.com">megmelc@gmail.com</a></td>
<td>Parent/Guardian</td>
<td>2018-2020</td>
</tr>
<tr>
<td>April Ridge</td>
<td><a href="mailto:adridge@graniteschools.org">adridge@graniteschools.org</a></td>
<td>School Employee</td>
<td>2017-2019</td>
</tr>
<tr>
<td>Mary Jane Griffin</td>
<td><a href="mailto:mggffinh@graniteschools.org">mggffinh@graniteschools.org</a></td>
<td>School Employee</td>
<td>2018-2020</td>
</tr>
<tr>
<td>Afton Lambson</td>
<td><a href="mailto:aklambson@graniteschools.org">aklambson@graniteschools.org</a></td>
<td>Principal</td>
<td>2018-2020</td>
</tr>
<tr>
<td>Afton Lambson</td>
<td><a href="mailto:aklambson@graniteschools.org">aklambson@graniteschools.org</a></td>
<td>Principal</td>
<td>2018-2020</td>
</tr>
</tbody>
</table>

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