

# East Midvale Elementary

“We are safe! We are respectful! We are responsible!”

Principal: Justin Pitcher  
6990 S 300 E  
Midvale, UT 84047

Assistant Principal: Angela Wilkinson  
Office: (801) 826-8350  
Fax: (801) 826-8351



September, 21, 2016

## East Midvale Elementary School Community Council Meeting:

In Attendance: **RJ Graham, Lindsay Al-Sweedy, Mayanna Goldsmith**

Absent: **Michael Tanner, Jacob Hill, Angela Wilkinson**

### The agenda will include the following

- Review of East Midvale Elementary Continual School Improvement Plan
  - Discussed the individual grade level goals and the plan of action that will lead teachers and students to meet the goal
- UEPC Partnership Planning
  - Discussed the partnership with UEPC and described the PBIS and Standards based pathways along with the purpose of the partnership
- Land trust and Cell tower Budget review
  - Approval of Cell Tower Funding
    - The members present voted on the use of cell tower funds being used and allocated to increase supply needs, professional memberships for the principals, food and rewards for teachers, and up to \$250 for teachers to have their registrations paid to attend the October 8, UEPC conference.
- Parent Compact
  - Shared the Compact and highlighted the role of staff, parents, and students.
- Bus Schedules option A/B
  - Feedback: The council felt like the least disruptive option would be option A as the start time closely related to where we currently are. 30 minutes would create a hardship for parents and students. They were concerned with the impact of starting earlier than where we are currently starting will have a negative impact on students, families and and culture of the school. They also mentioned that there would need to be significant changes to the after school program as well.
- Red Carpet Event: Thoughts and comments
  - Moving the event to the back of the school was a good choice. There is a lot of great organization that goes into the event. It would be fun for parent to be invited to participate by wearing university attire and for their students to wear university attire. Would it be possible to have fifth grade go first to set the standard for the younger students?
- Back to School Night

# East Midvale Elementary

"We are safe! We are respectful! We are responsible!"

Principal: Justin Pitcher  
6990 S 300 E  
Midvale, UT 84047

Assistant Principal: Angela Wilkinson  
Office: (801) 826-8350  
Fax: (801) 826-8351



- Seems as though younger grades attend more than the older grades. However, the data suggest that it is pretty equal. The check of passport for dinner was a great idea. Having a suggestion board was great idea.
- 
- Watch DOGS
  - Happy to hear that more fathers signed up. The Pizza was a nice addition.
- PTA Carnival
  - Concern about the cost of wrist bands. Is there a way that they can be on a graduated parent for families with more than one student attending. \$ 10 for the first, 8 for the second, and 6 for the third...and so on.
- EME Demographics
  - Discussed the demographics of the school and how it has impacted the school behaviorally and academically. Discussed the pace report card grade.
- Calendaring SCC Meeting times and dates: Third Wednesday of each month at 12:00 pm
  - Is there a need to move the meeting to a different time? 12:00 seems to work for the most part.

## Upcoming Events:

9-21-2016- 5:30pm SCC 101, 6:30 SCC Training (Pick on to attend.)

9-28-2016- Parent Teacher Conference

9-28-2016- 5:30pm SCC 101, 6:30 SCC Training (Pick on to attend.) 9-29-2016- Parent Teacher Conference (Early Release)

9-30-2016- No School for students

10-4-2016- Mobile Food Pantry

10-6-2016- 5:30pm SCC 101, 6:30 SCC Training (Pick on to attend.)

10-7-2016- Choir Field Trip

10-26-2016- 5:30pm SCC 101, 6:30 SCC Training (Pick on to attend.)

1-31-2016- Halloween Parade



**Continuous School Improvement Plan**  
*"All students college and career ready."*

School Name: East Midvale Elementary	School Year: 2016-17
---	-------------------------

Use school CSIP Self Assessment and Improvement Summary to complete this plan. See CSIP Guide for clarification. Attach completed plan to improvement summary.

**LITERACY: What is the most accurate measure(s) that will predict success on sage, school based grading, and success for our students in each grade.**  
East Midvale Elementary will use Common Formative Assessments provided by the Instructional Supports Department and Pearson to assess ongoing achievement. EME will also utilize DIBELS fluency measures (FSF, PSF, DORF) as outlined in the CSD Curriculum map.

**Problem Statement**

Students at EME are performing below their peers at other school in the district in reading fluency and comprehension measures. East Midvale Elementary's goal last year (2015-16) was to have 58% of our students meet benchmark in DORF. The average number of students at benchmark as an entire school was \_\_\_\_%.

**We believe the problem is a result of the following:**

- a) The master schedule is tight and teachers find it difficult to provide the additional supports and interventions to students without sacrificing fidelity to the master schedule and core curriculum. This adversely affects the teacher's ability to provide tier 2/3 interventions after they have exhausted tier 1 interventions as well during English Language Arts class time
- b) Planning time for teachers will need to be spent both as a team and individual to adequately prepare using Backward-design model tied to standards and specific student needs related to Reading Street and Language Central.
- c) Ongoing professional development tied to Reading Street, Language Central, English Language Development, Writing, and, IPLC (how to drill down the data to make quality curricular decisions based on student needs related the standards throughout the year), Child find/SIT processes related to English Language Arts, and Skill based instruction time. (Maximize tier 1 instruction before Tier 2/3).

Administration will provide continued support through adequate resource allocation in the form of funding, materials, coaching and professional development through a systematic approach using the academic framework, CTESS, and other supports provided by the canyons school district.

**Performance Goal(s)**

**Kindergarten:**

- FSF - 60% at Proficiency
- PSF - 60% at Proficiency

<p><b>First Grade:</b></p> <ul style="list-style-type: none"> <li>● CFA - 60% at Proficiency</li> <li>● NWF - 75% at Proficiency</li> <li>● DORF - 60% at Proficiency</li> </ul> <p><b>Second Grade:</b></p> <ul style="list-style-type: none"> <li>● CFA - 60% proficiency</li> <li>● DORF - 58% proficiency</li> </ul> <p><b>Third Grade:</b></p> <ul style="list-style-type: none"> <li>● CFA - 55% proficiency</li> <li>● DORF - 58% Proficiency</li> </ul> <p><b>Fourth Grade:</b></p> <ul style="list-style-type: none"> <li>● CFA - 60% proficiency</li> <li>● SRI - 55% proficiency</li> <li>● DORF - 58% Proficiency</li> </ul> <p><b>Fifth Grade:</b></p> <ul style="list-style-type: none"> <li>● CFA - 60% proficiency</li> <li>● SRI - 55% proficiency</li> <li>● DORF - 55% Proficiency</li> </ul>				
	<p><b>Student Scaffolded Supports</b></p> <p><i>What scaffolding will be provided to support students in order to reach performance goal? (MTSS)</i></p>	<p><b>Learning Goal(s)</b></p> <p><i>What skills do your teachers need to implement the scaffolded supports?</i></p>	<p><b>Actions</b></p> <p><i>How will PD, public practice, structures, resources, or personnel be utilized to meet your goals?</i></p>	<p><b>Evaluation</b></p> <p><i>How will progress towards goals be measured?</i></p>
<p>What strategies and/or structures will be implemented to ensure core instruction meets the diverse needs of students?</p>	<p>East Midvale Elementary supports the Community Schools Model to education based on the following five pillars: 1) Academic learning, 2) Youth Development, 3) Parent Engagement and support, 4)</p>	<p>Teachers will utilize the CSD Academic Framework and evidence based instructional priorities:</p> <ul style="list-style-type: none"> <li>● PBIS</li> <li>● <b>Explicit instruction</b></li> <li>● Systematic Vocabulary Development</li> </ul>	<p>EME will allocate appropriate resources to allow for Achievement Coaching, Peer Coaching, Model Lessons, and Professional development on English Language Development, Reading Street, Language Central, Skill Based Instruction,</p>	<p>CTESS-(IPOP/SPAWNS)</p> <p>DIBELS Data</p> <p>CFA Data</p> <p>Rubrics</p> <p>Progress Monitoring (SRI, Dibels Probes)</p>

	<p>health and social services, and 5) Community Partnerships.</p> <p>In addition, we will maintain and hire the very best Teachers who will implement with Fidelity the Utah Core Standards of Language Arts using Reading Street, Language Central, and the Skill Based Instruction Manual.</p> <p>Teachers will make decisions that are based upon Data driven Decision Making principles related to Language Arts.</p> <p>Teachers will provide the highest standard of PBIS/MTSS/RTI, to support students.</p> <p>Teachers will implement high quality Standards Based Assessments that are both</p>	<ul style="list-style-type: none"> <li>● Maximizing OTR</li> <li>● <b>Feedback Cycles</b></li> <li>● <b>Objective Based</b> Scaffolded instruction and grouping structures (SBI)</li> <li>● Acquisition, Automaticity, Application</li> <li>● 3:1 (Positive: Corrective)</li> </ul> <p>Teachers will infuse daily writing activities tied to strategies for teaching writing within the core</p> <p>Teachers will also maximize the use of the East Midvale Academic Master Schedule</p> <p>Technology use and development: (Utah Compose, Nearpod, Reading Street Supports, Google Classroom, Etc.)</p>	<p>writing, Child Find, and on effective problem solving related to IPLC, and BLT.</p> <p>The East Midvale Elementary Master Academic Schedule will be developed to maximize instruction and interventions</p> <p>Teacher and team planning time will be provided on a weekly basis during brain boosters and before/after school as outlined in the East Midvale Master Academic Schedule</p> <p>Teachers will receive professional development on strategies for teaching writing within the core</p> <p>The School-wide behavior matrix will be taught and reviewed throughout the year by administration, teachers and students.</p>	<p>Track Volunteer Hours</p> <p>PBIS Data: Principal 200, watch dogs, tokens, etc.</p> <p>Dashboard</p> <p>Exit tickets</p>
--	--	--	--	---

	<p>common and formative.</p> <p>Teachers will utilize fair and appropriate standards based grading practices</p> <p>Teachers will use appropriate technology and programs that support instruction during English language Arts within the classroom</p> <p>Teachers will actively invite Parent and community members to become more Engaged in the everyday classroom.</p>		<p>PBIS (tier 1, 2, and 3)</p>	
<p>What will be implemented to promote continued growth for proficient students?</p>	<p>Targeted Enrichment Activities</p> <p>Applied content through writing activities</p>			
<p>What will be implemented to accelerate</p>	<p>Skilled based Instruction</p>			

learning of students who are not proficient?	Differentiated interventions based on student needs  Before/After school Tutoring			
<b>BUDGET</b>				
<b>Expenditure</b>	<b>Cost</b>	<b>Source</b>		
Achievement Coaches Intervention Assistants Professional Development/Coaching Technology (Lexia, Imagine learning, reflex math) Parent Engagement: Watch Dogs, School wide events (Back to school night, Diversity week, Family literacy nights, read a thon, Other) PBIS (rewards, posters, etc.) AmeriCorp TFSL Enrichment resources				



**STEM: What is the most accurate measure(s) that will predict success on sage, school based grading, and success for our students in each grade.**

East Midvale Elementary will use Common Formative Assessments provided by the Instructional Supports Department and Pearson to assess ongoing achievement. East Midvale Elementary will also utilize MCOMP measures as outlined in the CSD Curriculum map.

**Problem Statement**

Students at EME are performing below their peers at other school in the district on the MCOMP and EME goal last year (2015-16) was to have nearly 70% of our students at CBM benchmark in the DIBELS MCOMP. The average number of students at benchmark as an entire school was \_\_\_\_%.

**Performance Goal(s)**

**Kindergarten**

- CFA - 60% at Proficiency
- QDM - 60% at Proficiency

**First Grade**

- CFA - 60% at Proficiency
- AQD - 70% at Proficiency
- MNM - 70% at Proficiency
- 

**Second Grade**

- CFA - 80% at Proficiency
- MCOMP - 80% at Proficiency
- MCAP- 70% at Proficiency

**Third Grade**

- CFA - 60% at Proficiency
- MCOMP - 75% at Proficiency
- MCAP - 50% Proficiency

**Fourth Grade**

- CFA - 68% at Proficiency
- MCOMP - 70% at Proficiency
- MCAP- 55% at Proficiency

**Fifth Grade**

- CFA - 65% at Proficiency
- MCOMP - 68% at Proficiency
- MCAP- 58% at Proficiency

	<b>Student Scaffolded Supports</b> <i>What scaffolding will be provided to support students in order to reach performance goal? (MTSS)</i>	<b>Learning Goal(s)</b> <i>What skills do your teachers need to implement the scaffolded supports?</i>	<b>Actions</b> <i>How will PD, public practice, structures, resources, or personnel be utilized to meet your goals?</i>	<b>Evaluation</b> <i>How will progress towards goals be measured?</i>
What strategies and structures will be implemented during core instruction to meet the performance goal?	<p>East Midvale Elementary supports the Community Schools Model to education based on the following five pillars: 1) Academic learning, 2) Youth Development, 3) Parent Engagement and support, 4) health and social services, and 5) Community Partnerships.</p> <p>In addition, we will maintain and hire the very best Teachers who will implement with Fidelity the Utah Core Standards of Mathematics using Envision 2.0.</p> <p>Teachers will utilize Instructional Priorities that are based upon Data</p>	<p>Teachers will utilize the CSD Academic Framework and evidence based instructional priorities:</p> <ul style="list-style-type: none"> <li>● PBIS</li> <li>● <b>Explicit instruction</b></li> <li>● Systematic Vocabulary Development</li> <li>● Maximizing OTR</li> <li>● <b>Feedback Cycles</b></li> <li>● <b>Objective Based Scaffolded instruction and grouping structures (SBI)</b></li> <li>● Acquisition, Automaticity, Application</li> <li>● 3:1 (Positive)</li> </ul>	<p>EME will allocate appropriate resources to allow for Achievement Coaching, Peer Coaching, Model Lessons, and Professional development on mathematics instruction.</p> <p>The East Midvale Elementary Master Academic Schedule will be developed to maximize instruction and interventions</p> <p>Teacher and team planning time will be provided on a weekly basis during brain boosters and before/after school as outlined in the East Midvale Master Academic Schedule</p>	<p>CTESS- (IPOP/SPAWNS)</p> <p>DIBELS Data</p> <p>CFA Data</p> <p>Rubrics</p> <p>Progress Monitoring (Quick Check, Daily Common core review, MCOMP, Sage Formative)</p> <p>Track Volunteer Hours</p> <p>PBIS Data: Principal 200, Watch Dogs, etc.</p> <p>Dashboard</p> <p>Exit tickets</p>

	<p>driven Decision Making principles related to mathematics.</p> <p>Teachers will provide the highest standard of PBIS/MTSS/RTI, to support students.</p> <p>Teachers will implement high quality Standards Based Assessments that are both common and formative.</p> <p>Teachers will utilize fair and appropriate standards based grading</p> <p>Teachers will use appropriate technology and programs that support Mathematics instruction within the classroom</p> <p>Teachers will actively invite Parent and community members to become more Engaged in the</p>	<p>Corrective)</p> <p>Teachers will also maximize the use of the East Midvale Academic Master Schedule</p> <p>Teachers will plan and Utilize both practice and content standards.</p> <p>Technology use and development: (Reflex Math, Nearpod, Envision Supports, Google)</p>	<p>The School-wide behavior matrix will be taught and reviewed throughout the year by administration, teachers and students.</p> <p>PBIS (tier 1, 2, and 3)</p>	
--	--	--	---	--

	everyday classroom.			
What will be implemented to promote continued growth for proficient students?	Targeted Enrichment Activities  Applied content through writing activities			
What will be implemented to accelerate learning of students who are not proficient?	Skilled based Instruction  Differentiated interventions based on student needs  Before/After school Tutoring			

**BUDGET**

Expenditure	Cost	Source
Achievement Coaches Intervention Assistants Professional Development/Coaching Technology (Lexia, Imagine learning, reflex math) Parent Engagement: Watch Dogs, School wide events (Back to school night, Diversity week, Family literacy nights, read a thon, Other) PBIS (rewards, posters, etc.) AmeriCorp TFSL Enrichment resources		

<b>PBIS</b>				
<b>Problem Statement</b> Students and teachers at EME desire to have more academic time in the classroom engaging with the curriculum. We need to secure a more solid system for challenging behavior including the referral system for Special Education referrals, a greater understanding of the disciplinary flowchart, in addition to greater tier 1, tier 2, and tier 3 supports. Classroom management is a key to ensuring				
<b>Performance Goal(s)</b>  By May 2017 East Midvale Elementary will decrease Office Discipline Referrals (ODR) by 10% by following sound Positive, Behavior Interventions and supports. We will also increasing the amount of positive to corrective within the classroom and the school meeting our goal of 3:1 (Positive: Corrective). There will also be an increase of positive reinforcers (Principal's 200 club tickets, Tokens for the token tower, classroom incentives, etc) given to students as they successfully engage with being Safe, Respectful, and Responsible.  Grade level teams will increase opportunities for volunteer hours in their classroom through the use of				
	<b>Student Scaffolded Supports</b> <i>What scaffolding will be provided to support students in order to reach performance goal? (MTSS)</i>	<b>Learning Goal(s)</b> <i>What skills do your teachers need to implement the scaffolded supports?</i>	<b>Actions</b> <i>How will PD, public practice, structures, resources, or personnel be utilized to meet your goals?</i>	<b>Evaluation</b> <i>How will progress towards goals be measured?</i>
What strategies and structures will be implemented for school-wide PBIS?	East Midvale Elementary supports the Community Schools Model to education based on the following five pillars: 1) Academic learning, 2) Youth Development, 3) Parent Engagement and	Teachers will continue to...  Tier 1 PBIS  Refer students to Child Study team and Care team and TFSL as needed.  Parent Nights for grade specific	Tier 1. 2. 3 PD  PD on FBA and BIP  PD On Child Study Teams  PD on CARE  PD on VBH	Volunteer hours will be tracked in our Volunteer database.  Principal 200 club winners will be tracked on a spreadsheet.

	<p>support, 4) health and social services, and 5) Community Partnerships.</p> <p>Teachers will utilize Instructional Priorities that are based upon Data driven Decision Making principles related to student behavior.</p> <p>Teachers will provide the highest standard of PBIS/MTSS/RTI, to support students.</p> <p>Teachers will use appropriate technology and programs that support behavioral instruction within the classroom</p> <p>Teachers will actively invite Parent and community members to become more Engaged in the everyday classroom.</p> <p>School-wide Matrix training 3</p>	<p>needs (2-3 per year)</p> <p>School wide and grade level specific data related to the clip up and clip down chart. (Pink, purple, blue, green, yellow, orange, red)</p> <p>Attendance Recognition (Biweekly- ROI)</p> <p>Matrix training 3 times per year (First week of school, after winter break and spring Break)</p> <p>Prosocial behavioral skill building curriculum</p> <p>Implementation of Playworks with class game time.</p> <p>Recess Supports</p> <p>Reinforcement with Principal's 200 Club tickets, tokens, and other incentives for positive recognition of acceptable behavior before,</p>	<p>123 Magic and Love and Logic classes, and LRBI.</p>	<p>The number of tokens given out by teachers will be tracked each month</p> <p>Data Dashboard will be used to record Office discipline referrals and the data will be reviewed monthly with out BLT and faculty.</p> <p>TFLS Data will be tracked to ensure students are being successful as they set and meet their goals.</p> <p>Think Time Data will be compiled and shared at BLT and faculty meetings monthly</p> <p>PBISII/TFI will allow us to assess our school-wide tier 1 interventions. (We are</p>
--	---	--	--	---

	<p>times per year. - (Fall, Winter and Spring)</p> <p>Student Recognition: Principal's 200 club, Take Flight/ Safe landing, Student of the month.</p> <p>Standardized School wide classroom management (Classroom, Brain Booster, Computer Labs, Skill Based Instruction, etc.)</p> <p>Standardized Think time for each grade level.</p> <p>Communication home: Every student every 2 months (3:1)</p>	<p>during and after school.</p>		<p>currently at 83% fidelity to tier 1 needs) and provide a rubric for improvement</p> <p>Attendance Data will be kept and recorded in skyward</p>
<p>How will classroom PBIS be aligned to school wide PBIS?</p>	<p>Grade level teams will identify grade level norms tied to School-wide behavior including clip up and down, with reinforces that are positive.</p>			

	Brain booster teachers will fill out daily report for student/class			
How will the school support students who routinely fail to meet school and classroom expectations?	<p>Follow CSD Policy and procedures</p> <p>Follow school wide PBIS and procedures</p> <p>School wide behavioral management system will be utilized in grade level teams</p> <p>Increased Parent communication</p> <p>Increase tier 2 and 3 supports</p>			
<b>BUDGET</b>				
<b>Expenditure</b>	<b>Cost</b>	<b>Source</b>		
<p>Achievement Coaches</p> <p>Intervention Assistants</p> <p>Professional Development/Coaching</p> <p>Technology (Lexia, Imagine learning, reflex math)</p> <p>Parent Engagement: Watch Dogs, School wide events (Back to school night, Diversity week, Family literacy nights, read a thon, Other)</p> <p>PBIS (Principal 200 rewards, Matrix posters, etc.)</p>				



<b>AmeriCorp TFSL Enrichment resources Social Emotional Curriculum and supplies</b>		
---	--	--



# Canyons School District Bell Efficiency Study 2016

Data gathered by Edulog

## Reasons for Study

- ▶ The District is having a difficult time in recruiting and maintaining drivers.
- ▶ The possibility to give drivers more hours on longer routes to allow for better contracts.
- ▶ Try to eliminate aging buses from our fleet, current new buses cost \$130,000-\$150,000 depending on type and size
- ▶ More efficiency in District operations.

## Summary of Findings

- ▶ The Edulog routing data was prepared by removing all data not associated with the transportation of students to and from school in the morning and afternoons.
- ▶ Data removed included preschool, kindergarten, early out, and late start routes.
- ▶ Once the extra data was removed, 133 routes remained in the Edulog system and this number provides our baseline for the project. Of these 133 routes, there were 13 regular education single tier routes and 11 single tier special needs routes.
- ▶ The main goal of this study was to try to multi-tier as many buses as possible to be more efficient.

## Option 1 Study

- ▶ Changes to most schools would change the bell times up to 15 minutes either earlier or later than the current time.
- ▶ This option would eliminate 21 buses from operation daily.
- ▶ Potential savings of approximately \$360,000 in annual operational cost savings (fuel, parts, mechanic labor).
- ▶ Potential savings of approximately \$340,000 in annual bus driver salary and benefits savings.
- ▶ In this scenario it would eliminate all Regular Ed single run buses, but 10 SPED buses would have a single run still.

Amount Shifted	Number of schools
15 minutes earlier	13
10 minutes earlier	2
5 minutes earlier	2
5 minutes later	3
10 minutes later	2
15 minutes later	18

## Option 2 Study

- ▶ Changes to most schools would change the bell times up to 30 minutes either earlier or later than the current time.
- ▶ This option would eliminate 33 buses from operation daily.
- ▶ Potential savings of approximately \$567,000 in annual operational cost savings (fuel, parts, mechanic labor).
- ▶ Potential savings of approximately \$530,000 in annual bus driver salary and benefits savings.
- ▶ In this scenario it would eliminate all Regular Ed single run buses, but 5 SPED buses would have a single run still

Amount Shifted	Number of schools
30 minutes earlier	8
20 minutes earlier	3
10 minutes earlier	2
5 minutes earlier	3
5 minutes later	1
10 minutes later	4
20 minutes later	2
30 minutes later	15

# Comparison of Current, Option #1, and Option #2

	Current	Option #1	Option #2
Number of Routes	133	112	100
Number of single tier regular education routes	13	0	0
Number of single tier special education routes	11	10	5
School ball times modified		40	38

# Benefits

- ▶ Reduced need for substitute drivers.
- ▶ Fewer substitutes will result in fewer delays.
- ▶ Fewer substitutes will help students feel greater security.
- ▶ The transportation department will experience less driver turnover.
- ▶ More bus drivers will receive full-time contracts.
- ▶ Drivers with contracts will receive more work hours (i.e. 32-34 to 38-40)
- ▶ More bus drivers will receive benefits.



# Option #1 Impact Bell Changes

Option #1				
School Name	School Code	Current Bell Time	Proposed Bell Time	Amount Shifted
Alta View Start Time	104	8:20	8:05	15 minutes earlier
Alta View End Time	104	2:55	2:40	15 minutes earlier
Bell View Start Time	105	9:00	9:15	15 minutes later
Bell View End Time	105	3:35	3:50	15 minutes later
Bella Vista Start Time	106	8:45	9:00	15 minutes later
Bella Vista End Time	106	3:20	3:35	15 minutes later
Brookwood Start Time	107	9:00	9:15	15 minutes later
Brookwood End Time	107	3:35	3:50	15 minutes later
Butler Elem Start Time	108	8:25	8:35	10 minutes later
Butler Elem End Time	108	3:00	3:10	10 minutes later
Canyon View Start Time	110	8:45	9:00	15 minutes later
Canyon View End Time	110	3:20	3:35	15 minutes later
Copperview Start Time	112	8:45	8:35	10 minutes earlier
Copperview End Time	112	3:20	3:10	10 minutes earlier
Crescent Elem Start Time	116	9:00	9:15	15 minutes later
Crescent Elem End Time	116	3:35	3:50	15 minutes later
Draper Elem Start Time	120	8:45	8:50	5 minutes later
Draper Elem End Time	120	3:20	3:25	5 minutes later
East Midvale Start Time	122	8:20	8:05	15 minutes earlier
East Midvale End Time	122	2:55	2:40	15 minutes earlier
Edgemont Start Time	124	8:45	9:00	15 minutes later
Edgemont End Time	124	3:20	3:35	15 minutes later
Granite Start Time	130	9:00	9:15	15 minutes later
Granite End Time	130	3:35	3:50	15 minutes later
Lone Peak Start Time	135	8:45	9:00	15 minutes later
Lone Peak End Time	135	3:20	3:35	15 minutes later
Midvale Elem Start Time	140	8:30	8:40	10 minutes later
Midvale Elem End Time	140	3:05	3:15	10 minutes later
Oak Hollow Start Time	143	9:00	9:15	15 minutes later
Oak Hollow End Time	143	3:35	3:50	15 minutes later
Oakdale Start Time	149	8:45	9:00	15 minutes later
Oakdale End Time	149	3:20	3:35	15 minutes later
Peruvian Park Start Time	150	8:20	8:35	15 minutes later
Peruvian Park End Time	150	2:55	3:10	15 minutes later
Ridgecrest Start Time	151	8:45	9:00	15 minutes later
Ridgecrest End Time	151	3:20	3:35	15 minutes later
Park Lane Start Time	155	8:30	8:45	15 minutes later
Park Lane End Time	155	2:05	2:20	15 minutes later

Option #1				
School Name	School Code	Current Bell Time	Proposed Bell Time	Amount Shifted
Sandy Start Time	156	8:20	8:05	15 minutes earlier
Sandy End Time	156	2:55	2:40	15 minutes earlier
Silver Mesa Start Time	158	8:20	8:05	15 minutes earlier
Silver Mesa End Time	158	2:55	2:40	15 minutes earlier
Sunrise Start Time	159	8:20	8:05	15 minutes earlier
Sunrise End Time	159	2:55	2:40	15 minutes earlier
Sprucewood Start Time	164	8:50	9:05	15 minutes later
Sprucewood End Time	164	3:25	3:40	15 minutes later
Willow Canyon Start Time	174	8:20	8:05	15 minutes earlier
Willow Canyon End Time	174	2:55	2:40	15 minutes earlier
Willow Springs Start Time	178	9:00	9:15	15 minutes later
Willow Springs End Time	178	3:35	3:50	15 minutes later
Albion Middle Start Time	401	7:55	7:40	15 minutes earlier
Albion Middle End Time	401	2:50	2:35	15 minutes earlier
Butler Middle Start Time	402	7:55	8:00	5 minutes later
Butler Middle End Time	402	2:50	2:55	5 minutes later
Eastmont Middle Start Time	403	7:50	7:40	10 minutes earlier
Eastmont Middle End Time	403	2:50	2:40	10 minutes earlier
Midvale Middle Start Time	404	7:50	8:05	15 minutes later
Midvale Middle End Time	404	2:50	3:05	15 minutes later
Indian Hills Middle Start Time	405	8:00	8:15	15 minutes later
Indian Hills Middle End Time	405	3:00	3:15	15 minutes later
Draper Park Middle Start Time	407	7:30	7:15	15 minutes earlier
Draper Park Middle End Time	407	2:30	2:15	15 minutes earlier
Mt Jordan Middle Start Time	408	7:30	7:35	5 minutes later
Mt Jordan Middle End Time	408	2:30	2:35	5 minutes later
Union Middle Start Time	410	7:55	7:50	5 minutes earlier
Union Middle End Time	410	2:50	2:45	5 minutes earlier
Alta High Start Time	702	7:35	7:20	15 minutes earlier
Alta High End Time	702	2:25	2:10	15 minutes earlier
Brighton High Start Time	705	7:50	7:35	15 minutes earlier
Brighton High End Time	705	2:25	2:10	15 minutes earlier
Hillcrest High Start Time	706	7:55	7:40	15 minutes earlier
Hillcrest High End Time	706	2:25	2:10	15 minutes earlier
Jordan High Start Time	708	7:35	7:20	15 minutes earlier
Jordan High End Time	708	2:25	2:10	15 minutes earlier
Corner Canyon Start Time	711	7:55	7:40	15 minutes earlier
Corner Canyon End Time	711	2:25	2:10	15 minutes earlier
CTA Start Time	840	8:30	8:25	5 minutes earlier
CTA End Time	840	3:00	2:55	5 minutes earlier
CTA JV Campus Start Time	8JV	8:30	8:45	15 minutes later
CTA JV Campus End Time	8JV	3:00	3:15	15 minutes later

Note: Bell times for Altara, East Sandy, Midvalley, Quail Hollow, CTEC and Jordan Valley will not change in Option 1.

# Option #2 Impact Bell Changes

Option #2				
School Name	School Code	Current Bell Time	Proposed Bell Time	Amount Shifted
Alta View Start Time	104	8:20	7:50	30 minutes earlier
Alta View End Time	104	2:55	2:25	30 minutes earlier
Bell View Start Time	105	9:00	9:30	30 minutes later
Bell View End Time	105	3:35	4:05	30 minutes later
Bella Vista Start Time	106	8:45	9:15	30 minutes later
Bella Vista End Time	106	3:20	3:50	30 minutes later
Brookwood Start Time	107	9:00	9:30	30 minutes later
Brookwood End Time	107	3:35	4:05	30 minutes later
Butler Elem Start Time	108	8:25	8:55	30 minutes later
Butler Elem End Time	108	3:00	3:30	30 minutes later
Canyon View Start Time	110	8:45	8:55	10 minutes later
Canyon View End Time	110	3:20	3:30	10 minutes later
Copperview Start Time	112	8:45	8:25	20 minutes earlier
Copperview End Time	112	3:20	3:00	20 minutes earlier
Crescent Elem Start Time	116	9:00	9:30	30 minutes later
Crescent Elem End Time	116	3:35	4:05	30 minutes later
Draper Elem Start Time	120	8:45	8:55	10 minutes later
Draper Elem End Time	120	3:20	3:30	10 minutes later
East Midvale Start Time	122	8:20	7:50	30 minutes earlier
East Midvale End Time	122	2:55	2:35	30 minutes earlier
Edgemont Start Time	124	8:45	9:15	30 minutes later
Edgemont End Time	124	3:20	3:50	30 minutes later
Granite Start Time	130	9:00	9:30	30 minutes later
Granite End Time	130	3:35	4:05	30 minutes later
Lone Peak Start Time	135	8:45	9:15	30 minutes later
Lone Peak End Time	135	3:20	3:50	30 minutes later
Midvale Elem Start Time	140	8:30	8:40	10 minutes later
Midvale Elem End Time	140	3:05	3:15	10 minutes later
Oak Hollow Start Time	143	9:00	9:30	30 minutes later
Oak Hollow End Time	143	3:35	4:05	30 minutes later
Oakdale Start Time	149	8:45	9:15	30 minutes later
Oakdale End Time	149	3:20	3:50	30 minutes later
Peruvian Park Start Time	150	8:20	8:15	5 minutes earlier
Peruvian Park End Time	150	2:55	2:50	5 minutes earlier
Ridgecrest Start Time	151	8:45	8:55	10 minutes later
Ridgecrest End Time	151	3:20	3:30	10 minutes later

Option #2				
School Name	School Code	Current Bell Time	Proposed Bell Time	Amount Shifted
Park Lane Start Time	155	8:30	9:00	30 minutes later
Park Lane End Time	155	3:05	3:35	30 minutes later
Sandy Start Time	156	8:20	8:40	20 minutes later
Sandy End Time	156	2:55	3:15	20 minutes later
Silver Mesa Start Time	158	8:20	7:50	30 minutes earlier
Silver Mesa End Time	158	2:55	2:25	30 minutes earlier
Sunrise Start Time	159	8:20	7:50	30 minutes earlier
Sunrise End Time	159	2:55	2:25	30 minutes earlier
Sprucewood Start Time	164	8:50	9:20	30 minutes later
Sprucewood End Time	164	3:25	3:55	30 minutes later
Willow Springs Start Time	178	9:00	9:30	30 minutes later
Willow Springs End Time	178	3:35	4:05	30 minutes later
Albion Middle Start Time	401	7:55	7:45	10 minutes earlier
Albion Middle End Time	401	2:50	2:40	10 minutes earlier
Eastmont Middle Start Time	403	7:50	7:40	10 minutes earlier
Eastmont Middle End Time	403	2:50	2:40	10 minutes earlier
Midvale Middle Start Time	404	7:50	8:10	20 minutes later
Midvale Middle End Time	404	2:50	3:10	20 minutes later
Indian Hills Middle Start Time	405	8:00	8:30	30 minutes later
Indian Hills Middle End Time	405	3:00	3:30	30 minutes later
Draper Park Middle Start Time	407	7:30	7:25	5 minutes earlier
Draper Park Middle End Time	407	2:30	2:25	5 minutes earlier
Mt Jordan Middle Start Time	408	7:30	7:35	5 minutes later
Mt Jordan Middle End Time	408	2:30	2:35	5 minutes later
Union Middle Start Time	410	7:55	7:50	5 minutes earlier
Union Middle End Time	410	2:50	2:45	5 minutes earlier
Alta High Start Time	702	7:35	7:15	20 minutes earlier
Alta High End Time	702	2:25	2:05	20 minutes earlier
Brighton High Start Time	705	7:50	7:20	30 minutes earlier
Brighton High End Time	705	2:25	1:55	30 minutes earlier
Hillcrest High Start Time	706	7:55	7:25	30 minutes earlier
Hillcrest High End Time	706	2:25	1:55	30 minutes earlier
Jordan High Start Time	708	7:35	7:15	20 minutes earlier
Jordan High End Time	708	2:25	2:05	20 minutes earlier
Comer Canyon High Start Time	711	7:55	7:25	30 minutes earlier
Comer Canyon High End Time	711	2:25	1:55	30 minutes earlier
CTA Start Time	840	8:30	8:00	30 minutes earlier
CTA End Time	840	3:00	2:30	30 minutes earlier
CTA JV Campus Start Time	8JV	8:30	9:00	30 minutes later
CTA JV Campus End Time	8JV	3:00	3:30	30 minutes later

Note: Times for Altara, E Sandy, Midvalley, Quail Hollow, Willow Canyon, Butler Mid, CTEC and Jordan Valley will not change in Option 2

**East Midvale Implementation Plan  
Resulting in Changes and Improvement**

**EME Shared Vision:**

**Intended Outcome**

“We have chosen to focus our professional learning on supporting teachers with Explicit Instruction and increasing achievement in academic language for all students and writing.”

**Support Systems for Increasing Student Achievement**

- PBIS
- Instructional Professional Learning Community (IPLC)
- Coaching

**Guiding Principles:**

- 1) teachers build their knowledge, skills and dispositions of writing standards, academic language, and explicit instruction.
- 2) Changes in classroom practice are supported by three structures – PBIS, IPLC conversations, Coaching conversations

**UEPC Partner Role:** Support implementation through professional learning, shared experiences, evidence, inquiry, and reflection

**Paths of Action for Learning, Change and Improvement**

<b>PBIS</b>	<b>Instruction Focused on Writing Standards</b>
<p><b>INTENDED OUTCOME:</b> Increase teacher capacity to manage behavior independently</p> <p><b>KNOWLEDGE BUILDING EXPERIENCES</b></p> <ul style="list-style-type: none"> <li>• August (Ashley Mindsets Conversation)</li> <li>• September (re-set on Committees)</li> <li>• October – 7-8 Behavior Push-In Practices and Mindsets at UEPC Speaker Series and Ashley Antecedent’s Conversation)</li> </ul>	<p><b>INTENDED OUTCOME:</b></p> <ul style="list-style-type: none"> <li>• Increase teacher capacity of using standards to plan lessons</li> <li>• Increase use of effective explicit instruction</li> </ul> <p><b>ACTIONS - Sept – Jan.</b> Admin/coaches message student-learning focus:</p> <ul style="list-style-type: none"> <li>• What standards are students learning? (intentionally shift from <i>What are you teaching?</i>)</li> <li>• Are learning objectives known and used by students, or just simply posted?</li> <li>• What is the impact/results on students?</li> </ul>

<p>November (Rich Leads Trauma Informed Conversation)</p>	<ul style="list-style-type: none"><li>• How is students' learning scaffolded so students have access to the Standards?</li></ul> <p><b>KNOWLEDGE BUILDING EXPERIENCES</b></p> <p><b>Jan. 17</b> Visit from Lynne Perez, National Center for Urban School Transformation (NCUST) – EME <i>might</i> host Learning Walks with Sandy, Midvale, and Copperview</p> <p><b>Jan. 30-31</b> Collaborative Lesson Design Cycle (Plan one hour, teach one hour, assess/reflect one hour)</p>
---	--

# East Midvale Elementary School/Parent Compact 2016-2017

Families and schools must work together to help students achieve high academic standards. Through a process that includes teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

## Staff Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a safe and supportive learning environment.
- Teach classes with an interesting and challenging curriculum that promotes student achievement.
- Motivate students to learn.
- Set high expectations and help every child be successful in meeting the Common Core State Standards.
- Communicate frequently and meet annually with families about student progress.
- Provide opportunities for parents to volunteer, participate, and observe in the classroom.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families in the community.
- Actively participate in collaborative decision-making with parents and school colleagues to make school accessible and welcoming for families.
- Respect the school, students, staff and families.

## Student Pledge

I agree to carry out the following responsibilities to the best of my ability.

- Come to school on-time daily, ready to learn and work hard.
- Bring completed assignments and homework.
- Know and follow school and classroom rules and expectations.
- Communicate regularly with parents and teachers so they can support me in school.
- Limit TV watching, video game playing, and Internet usage so I can focus on learning.
- Read at least 20 minutes every day outside of school.
- Show Eagle Pride by being safe, respectful, and responsible.

## Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework.
- Read to my student or encourage my child to read every day (20 minutes K-5).
- Ensure that my student attends school on-time every day.
- Ensure my student gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my student's progress in school.
- Attend parent-teacher and curriculum conferences.
- Communicate the importance of education and learning to my student.
- Encourage limited use TV watching, video game playing, and Internet usage.
- Respect school, staff, students, and families.
- Support your student by volunteering and participating.

## East Midvale Elementary School

Canyons Board of Education	<b>Amber Shill</b> 2548 E. Cupecoy Drive Cottonwood Heights, UT 84121	<a href="mailto:Amber.shill@canyonsdistrict.org">Amber.shill@canyonsdistrict.org</a> 801-971-7887
Canyons Board of Education	<b>Robert J. Green *</b> 8578 S. Randy Circle Midvale, UT 84047	<a href="mailto:robert.green@canyonsdistrict.org">robert.green@canyonsdistrict.org</a>
Canyons Board of Education	<b>Steve Wrigley</b> Board 1 <sup>st</sup> Vice President 10190 Flanders Road Sandy, UT 84092	<a href="mailto:Wrigley.steve@gmail.com">Wrigley.steve@gmail.com</a> 801-598-3894
Canyons Board of Education	<b>Clareen Arnold</b> 469 E. 10065 South Sandy, UT 84070	<a href="mailto:clareen.arnold@canyonsdistrict.org">clareen.arnold@canyonsdistrict.org</a> 801-837-4325
Utah Senate	<b>Brian Shiozawa</b> 3177 Fort Union Blvd Salt Lake City, UT 84121	<a href="mailto:bshiozawa@le.utah.gov">bshiozawa@le.utah.gov</a> Work: 801-268-7129 Cell: 801-230-3406
Utah Senate	<b>Wayne Niederhauser</b> Senate President 3182 E. Granite Woods Ln Sandy, UT 84092	<a href="mailto:wniederhauser@le.utah.gov">wniederhauser@le.utah.gov</a> Work: 801-558-4766 Home: 801-942-3398
Utah House	<b>Marie Poulson</b> 7037 Horizon Circle Salt Lake City, UT 84121	<a href="mailto:mariepoulson@le.utah.gov">mariepoulson@le.utah.gov</a> Home: 801-942-5390
Utah House	<b>Steve Eliason</b> 8157 S. Grambling Way Sandy, UT 84094	<a href="mailto:seliason@le.utah.gov">seliason@le.utah.gov</a> Cell: 801-673-4748
Utah House	<b>Robert M. Spendlove</b> 8491 Treasure Mt Dr Sandy, UT 84093	<a href="mailto:rspendlove@le.utah.gov">rspendlove@le.utah.gov</a> Cell: 801-560-5394
Utah House	<b>Bruce Cutler</b> 477 East 6325 South Murray, UT 84107	<a href="mailto:brucecutler@le.utah.gov">brucecutler@le.utah.gov</a> Cell: 801-556-4600

Utah House	<b>Ken Ivory</b> 8393 S. 2010 W. West Jordan, UT 84088	kivory@le.utah.gov Cell: 801-694-8380
Utah State Board of Education	<b>David Crandall *</b> 13464 Saddle Ridge Drive Draper, UT 84020	<u>Crandall@xmission.com</u> 801-232-0795
Salt Lake County	<b>Ben McAdams, Mayor</b> 2001 S. State Street N2100 Salt Lake City, UT 84114	<u>ben@slco.org</u> 385-468-7000
US Senate	<b>Mike Lee</b> SL Office Wallace F. Bennett Federal Building 125 S. State Street Salt Lake City, UT 84138	<u>Mike lee@lee.senate.gov</u> 202-224-5444
US Senate	<b>Orrin Hatch</b> Salt Lake office: 8402 Federal Building 125 S. State St. Salt Lake City, UT 84138	<u>webmaster@scc.senate.gov</u> 801-524-4380
US Congress	<b>Jason Chaffetz</b> Salt Lake office: 6975 S Union Park Ave #470 Cottonwood Heights, UT 84047	<u>https://chaffetz.house.gov/contact - me/email.me</u> 801532-0070
US Congress	<b>Mia Love</b> 9067 S. 1300 West Suite 101 West Jordan, UT 84088	<u>https://love.house.gov/contact.email</u> 801-996-8729

\*will change after 1/1/17





<u>Account/Description</u>	<u>Sep. 1, 2016</u>	<u>Posted SBAA</u>	<u>Posted SBAA</u>	<u>Posted SBAA</u>	<u>Posted SBAA</u>	<u>SBAA PO</u>	<u>Sep. 30, 2016</u>
	<u>Beginning Balance</u>	<u>Cash Receipts</u>	<u>Check Requests</u>	<u>Journal Entry</u>	<u>Fee Management</u>	<u>Remaining Amt</u>	<u>Ending Balance</u>
Q 122 9400 9859 888							
District Reimburse-General	1,151.40	0.00	157.84	0.00	0.00	0.00	1,309.24
Q 122 9610 9859 888							
District Reimb-Trustlands	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total Equity Accounts:</b>	<b>8,942.36CR</b>	<b>0.00</b>	<b>1,874.76</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>7,067.60CR</b>
<b>Total Asset Accounts:</b>	<b>8,942.36</b>	<b>0.00</b>	<b>1,874.76CR</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>7,067.60</b>
<b>Total Equity Accounts:</b>	<b>8,942.36CR</b>	<b>0.00</b>	<b>1,874.76</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>7,067.60CR</b>
<b>Grand Total:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

\*\*\*\*\* End of report \*\*\*\*\*