



**Granite School District**  
2500 South State Street  
Salt Lake City, Utah 84115-3110

385-646-4513  
FAX 385-646-4181  
[www.graniteschools.org](http://www.graniteschools.org)

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July 26, 2021

Superintendent Richard Nye  
Granite School District  
2500 South State Street  
Salt Lake City, UT 84115

Dear Dr. Nye:

As a consent agenda item at the August 12, 2021 Board of Education meeting, I recommend the Early Literacy Plan SY 2021-2022 be approved by the Board. It has already been approved by USBE.

Sincerely,

A handwritten signature in black ink, appearing to read "Rick Anthony", with a long, sweeping underline.

Rick Anthony  
Assistant Superintendent  
Educator Support & Development

cb

## EARLY LEARNING PLAN 2021-2022

**LEA Name: Granite School District**

**Date of Expected Local Board Approval: August 12, 2021**

**Directions:**

- *To support LEAs in successful completion of this plan, a Look Fors Document has been created and can be found here: <https://drive.google.com/file/d/1UPrrElZJrXX73aotjbFWH-icRtqUfqC-/view?usp=sharing>*
- *Submission of an Early Learning Plan (sections A, B, and C) is required for each LEA regardless of applying for funding.*
- *Submission of Section D is optional depending on the LEA's intent to apply for PreK-3 Professional Learning Funds.*

**Funds Being Applied for: Check all that apply.**

**Early Literacy Program Funds**

**DISTRICT ONLY - Matching Funds:**

Program	Amount Matching	Levy
<input checked="" type="checkbox"/> <b>Low Income Program</b>	\$1,979,727.24	Board Local Levy
<input checked="" type="checkbox"/> <b>Low Income Program</b>		
<input checked="" type="checkbox"/> <b>Guarantee Program</b>	\$1,705,611.16	Board Local Levy

**PreK-3 Professional Learning Funds**

**Submission of Early Learning Plan: [Pathways to Early Learning Program \(ELP\) Plan Submission and Approval](#)**

- Submission on or before August 1st: For ELP **preapproval**, submit your plan as a WORD document to [earlylearning@schools.utah.gov](mailto:earlylearning@schools.utah.gov) by **August 1st**.

- Submission after August 1st: For ELP **final approval**, submit your plan (as an attachment), budget, and local board minutes (as an attachment) in <https://utahgrants.utah.gov/> **no later than September 1st by 5 p.m.**
- Goals must be submitted into the Data Gateway - Early Literacy Page <https://datagateway.schools.utah.gov/> **no later than September 1st by 5 p.m.**

**Submission of Professional Learning Grant Budget:**

- Submit the Professional Learning Grant budget in <https://utahgrants.utah.gov/> **no later than September 1st by 5 p.m.**

**\*Note - if applications are not concise, include excessive detail, or are too long, they will be sent back for consolidation prior to being reviewed.**

## SECTION A: EARLY LITERACY

**1. List core instruction (tier 1) components for grades K-3 in the following areas:**

Core Area	Duration	Frequency	Grades	Evidence-based Curriculum
<b>Phonological Awareness</b>	10-15 Minutes	Daily in whole group and small group,  Grades 2-3: as needed in small group or individual student basis	K-1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Wonders</li> <li>• Phonemic Awareness: Kindergarten Curriculum by Michael Heggerty</li> <li>• Phonemic Awareness: Primary Curriculum by Michael Heggerty (1<sup>st</sup> Grade)</li> </ul>
<b>Phonics</b>	K-1st 30 minutes Grades 2-3 20 minutes	K-2- Daily in whole group and small group,  Grade 3 as needed in whole group and small group	K-3	<ul style="list-style-type: none"> <li>• Wonders</li> <li>• 95% Group - Advanced Phonics / Multisyllable Routine Cards</li> </ul>

<b>Fluency</b>	15-20 minutes	Daily	K-3	• Wonders
<b>Vocabulary</b>	30 minutes	Daily	K-3	• Wonders
<b>Comprehension</b>	30 minutes	Daily	K-3	• Wonders
<b>Oral Language</b>	Embedded Throughout The day	Daily	K-3	• Wonders
<b>Writing</b>	30 minutes	Daily	K-3	• Wonders

**2. In a single paragraph, explain how literacy assessments are used for core (tier 1) instruction to make instructional decisions and ensure interventions are aligned to students’ diagnostic needs.**

The benchmark tests determine if a student is proficient. Students that are proficient will benefit from strong core tier one instruction. If a student is non-proficient, the GSD Decision Tree (see attachment) outlines appropriate diagnostic assessments to determine the area of deficiency. Interventions are implemented at the lowest area of non-proficiency. Students are progress monitored to ensure instruction is addressing student needs.

- Acadience Reading Benchmarks
- Acadience Reading Progress Monitoring
- Granite Benchmarks
- KEEP Kindergarten Assessment
- RISE testing in 3<sup>rd</sup> grade
- GSD Decision Tree (includes diagnostic assessments, i.e. Core Phonics Screener, Spelling inventory, Phonological Awareness Screening Test – PAST, Heggerty Phonemic Awareness assessments for K & 1, etc.)
- Teacher created formative assessments

**3. In a single paragraph for each tier below, describe the evidence-based intervention system available to students struggling to reach grade-level benchmark goals in reading.**

**Tier 2:**

The multi-tier system of support process is used to identify the level of support for struggling students. The Reading Intervention Plan (see attachment) is implemented to align evidence-based interventions to student needs for Tier II. Students receive additional daily instruction for 20-30 minutes (Additional time and intensity with targeted focused small group instruction). Tier II instruction is provided by the classroom teacher, interventionist, special ed teacher, or paraprofessional. Progress monitoring is done weekly. Student progress is re-evaluated by the student support team every six weeks to determine if adequate progress is made toward student’s goal. The team decides

if the student needs to continue intervention, if modifications need to be put in place, if a student needs more intensive support, or if core instruction followed with close progress monitoring will support student needs.

- Wonders (Gold Band)
- Wonder Works
- Wonders ELD
- Wonders Tier II intervention materials
- Wonders Foundational Skills Kit (grades 2-3)
- Phonics Template with Phonics 2.0 and Phonics Lesson Resource Pages
- 95% Phonics Chip Kit Basic
- 95% Phonics Chip Kit Advanced
- Multisyllabic Advance Phonics (95% Group - Advanced Phonics / Multisyllable Routine Cards; Rewards)
- Phonics for Reading Levels 1, 2, and 3
- Step Up to Writing
- 6 Minute Solution
- CORE Teaching Reading Sourcebook

### **Tier 3:**

The multi-tier system of support process is used to identify the level of support for struggling students. The Reading Intervention Plan (see attachment) is implemented to align evidence-based interventions to student needs for Tier III. Students receive additional daily instruction for 30-50 minutes (Further additional targeted focused small group instruction). Tier III instruction is provided by an interventionist, special ed teacher, or paraprofessional. Progress monitoring is done weekly. Student progress is re-evaluated by the student support team every six weeks to determine if adequate progress is made toward student's goal. The team decides if the student needs to continue intervention, if modifications need to be put in place, if a student needs more intensive support, or if core instruction followed with close progress monitoring will support student needs.

- Phonics Template with Phonics 2.0 and Phonics Lesson Resource Pages
- Early Interventions in Reading
- Phonics for Reading Levels 1, 2, and 3
- Reading Mastery
- Language for Learning, Language for Writing, and Language for Thinking
- Step Up to Writing
- Barton
- Wilson
- Orton Gillingham

- 4. Describe in one paragraph, the professional learning opportunities that will be provided for K-3 teachers, literacy coaches, and interventionists to support meeting Early Literacy goals. These funds cannot be used for faculty or staff in grades 4-6.**

Professional development opportunities will be provided for teachers and coaches in the following areas:

- Phonics Lesson Template and Phonics 2.0 resources
- Phonemic awareness
- Utilizing GSD Resources pages
- Multisyllabic Advanced Phonics

- Dyad Reading
- Data and how it informs literacy instruction
- Basic and Advanced Coaching
- Wonders implementation

## SECTION B: EARLY MATHEMATICS

### 1. What evidence-based curriculum is being used in K-3 mathematics?

- HMH GoMath
- Elementary and Middle School Mathematics: Teaching Developmentally Children’s (Van De Walle)
- Principles to Actions; Catalyzing Change in Early Childhood and Elementary Mathematics (NCTM)
- Making Sense of Mathematics (J. Dixon)
- Utah’s Multi-Tiered System of Supports for Mathematics (USBE)
- Utah Major Works (USBE)
- Graham Fletcher Progressions Videos
- Progression Documents for the Common Core Standards

### 2. Describe how the following mathematical components are incorporated in grades K-3.

Mathematical Components	Evidence-based Strategies
<b>Conceptual Understanding:</b> the comprehension and connection of concepts, operations, and relations.	<ul style="list-style-type: none"> <li>• Number Talks (S. Parrish)</li> <li>• Cognitively Guided Instruction (T. Carpenter)</li> <li>• Beaded Number Line (N. Newton)</li> <li>• ST Math</li> <li>• Basic Math Facts for Addition &amp; Multiplication (S. O’Connell)</li> <li>• Building Fact Fluency (G. Fletcher)</li> </ul>
<b>Procedural Fluency:</b> the meaningful, flexible, accurate, and efficient use of procedures to solve problems.	<ul style="list-style-type: none"> <li>• Number Talks (S. Parrish)</li> <li>• Build Math Minds (website)</li> <li>• Fluency through Flexibility (C. Thondevold)</li> <li>• Choral Counting (M. Franke)</li> <li>• Basic Math Facts for Addition &amp; Multiplication (S. O’Connell)</li> <li>• Figuring Out Fluency in Mathematics</li> <li>• Math Fact Fluency (J. Bay-Williams)</li> <li>• Math Running Records (N. Newton)</li> </ul>

<p><b>Strategic and Adaptive Mathematical Thinking:</b> the ability to formulate, represent, and solve mathematical problems with the capacity to justify the logic used to arrive at the solution.</p>	<ul style="list-style-type: none"> <li>• Putting the Practices into Action (S. O’Connell)</li> <li>• Math Investigation Centers (Granite School District)</li> <li>• Standards for Mathematical Practices (NCTM)</li> <li>• 5 Practices for Orchestrating Productive Mathematics Discussion (NCTM)</li> <li>• Proficiency Based Learning (Granite School District)</li> <li>• 3-Act Tasks (G. Fletcher)</li> </ul>
<p><b>Productive Disposition:</b> the ability to see mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.</p>	<ul style="list-style-type: none"> <li>• Mathematical Mind Sets (J. Boaler)</li> <li>• Standards for Mathematical Practices (NCTM)</li> <li>• Proficiency Based Learning (Granite School District)</li> <li>• 3-Act Tasks (G. Fletcher)</li> </ul>

**3. In a single paragraph, explain how mathematics assessments are used for core (tier 1) instruction and intervention to make instructional decisions and ensure interventions are aligned to students’ diagnostic needs.**

<ul style="list-style-type: none"> <li>• Acadience Mathematics Benchmarks</li> <li>• Acadience Mathematics Progress Monitoring</li> <li>• Granite School District Benchmarks</li> <li>• KEEP Kindergarten Assessment</li> <li>• RISE testing 3<sup>rd</sup> Grade</li> <li>• Teacher created formative assessments (Proficiency Based Learning)</li> <li>• USBE Formative Assessments</li> <li>• GSD Math Decision Tree</li> <li>• Learning Progressions for Early Numeracy Concepts and Number Relationships</li> <li>• Math Investigation Centers</li> <li>• Mathematics Core Guides (USBE)</li> </ul> <p>The assessments listed above help teachers determine if a student is proficient on math core standards. Students that are proficient are given the opportunity to extend their mathematical understanding of mathematical standards. If students are below proficient, the GSD Math Decision Tree outlines appropriate interventions to support their learning.</p>
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**4. In a single paragraph for each tier below, describe the evidence-based intervention system available to students struggling to reach grade-level benchmark goals in mathematics.**

<p><b>Tier 2:</b></p> <p>Daily for 20-30 minutes (Additional time and intensity with targeted focused small group instruction). Students may need supplemental instruction and support (enrichment or intervention) that is systematically aligned with focused grade-level core standards. Enrichment could include instructional strategies that deepen and extend</p>
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student understanding. Strategic and intensive interventions include explicit instruction to connect student understandings already developed during Tier 1 instruction. Tier 2 instruction would be provided by the classroom teacher or student support team. Acadience Math cut scores for below and well below will be used to identify students needing Tier 2 supports and as exit criteria for this additional support.

- GSD Math Decision Tree
- Learning Progressions for Early Numeracy Concepts and Number Relationships
- Mathematics Core Guides (USB E)

### Tier 3:

Daily for 30 minutes (Further additional explicit, intense, and targeted instruction on specific concepts.) Only a few students may need more intensive, individually responsive instruction than provided in Tier 2 instruction. Tier 3 instruction is focused on grade-level standards, which may include pre-requisite skills as needed. It is frequent and ongoing, but not permanent, based on monitoring of student progress. Tier 3 instruction is provided by the student support team and the classroom teacher. Acadience Math cut scores for below and well below will be used to identify students needing Tier 3 supports and as exit criteria for this additional support.

- GSD Math Decision Tree
- Learning Progressions for Early Numeracy Concepts and Number Relationships
- Mathematics Core Guides (USB E)

## SECTION C: LOCAL GOALS

**Requirements per 53F-2-503: Goals must be measurable, address current performance gaps in student literacy data, and include specific strategies for improving outcomes.**

*For literacy goals only, include early intervention K-3 software if being used.*

**Goal Sentence Frame:**

**By [date], [who is responsible] will [what will change and by how much--measurable] by [how--which evidence-based strategy(ies) will be used, including early reading software if being used] to [why—for what purpose].**

### 1. Early Literacy Goal *(required)*

By June 2, 2022 Granite School District will increase the percentage of 1<sup>st</sup> grade students at or above benchmark on the Acadience Reading composite by 13% by providing ongoing professional learning instructional coaching to 1<sup>st</sup> grade teachers. This will include instruction on LETRS, Heggerty PA, Phonics 2.0, and effective phonics routines,



along with classroom observations and providing teachers feedback on their implementation of explicit phonics instruction. The purpose will be to reduce the percentage of students who did not master PSF and/or NWF and who are not on benchmark by the end of first grade.

## 2. Early Literacy Goal *(required)*

By June 2, 2022 Granite School District will increase the percentage of kindergarten students at or above benchmark on the Acadience Reading composite by 19% by providing professional learning and instructional coaching to kindergarten teachers. This will include instruction on LETRS, Heggerty PA, Phonics 2.0, and effective phonics routines along with classroom observations and providing teachers feedback on their implementation of explicit phonemic awareness instruction. The purpose will be to reduce the percentage of students who did not master PSF and/or NWF and who are not on benchmark by the end of kindergarten. These students will also receive 20 minutes a week using Imagine Learning as a supplemental instruction to support their literacy needs.

### General Assurances: *Check all the boxes below.*

- The Early Learning Plan submitted has been reviewed and approved by your local school board in an open, public meeting.
- The Early Learning Plan must be submitted in Utah Grants along with local board approval minutes no later than September 1 by 5 p.m.
- The Early Learning Goals must be submitted in the Data Gateway-Early Literacy page no later than September 1 by 5 p.m.
- We understand our state growth goal for literacy is to achieve at least 60% of students in grades 1-3 making typical or better progress on Acadience Reading.
- We understand that we will assess literacy and mathematics using state mandated assessments within the state required testing windows: before September 30, December 1- January 31, and mid-April - June 15.
- We understand that we will submit our literacy and mathematics data and SIS special codes including if a student received or did not receive intervention by October 30, the last day in February, and June 30 annually.
- We understand that we must implement evidence-based interventions for reading and mathematics if a student is scoring below or well below benchmark.
- We understand that if our plan is not approved by October 15, we forego our Early Literacy Program funds and Professional Learning Grant funds (*see R277-406*).
- We understand that we will report literacy and mathematics results to all parents of students in grades 1-3 three times per year following guidelines in R277-406.
- We understand that if our LEA does not meet goal requirements laid out in state code and board rule for two consecutive years, our LEA will be required to participate in the System of Support.
- Early Literacy Program funds shall only be used for early literacy interventions and supports in kindergarten through grade 3 that have proven to significantly increase the percentage of students who are proficient in literacy (*53F-2-503*).

We understand that if program money is used in a manner that is inconsistent with 53F-2-503, R277-406, 53F-5-214, and R277-326 our LEA is liable for reimbursement for the amount of funds improperly used.

By submitting this form, I certify the information I provided on and in connection to this application is true, accurate and complete. I also understand that any false statements on this application I file with the Utah State Board of Education may be grounds for disqualification for Early Literacy Program funds.

## SECTION D: PreK-3 PROFESSIONAL LEARNING

Per state code 53F-5-214, the state board shall award grants to LEAs to provide teachers in preschool, kindergarten, and grades 1 through 3 with professional learning opportunities in early literacy and/or mathematics. Professional Learning must be a comprehensive, focused, sustained, and evidence-based approach to improving teachers' effectiveness in raising student achievement (Board rule R277-326). Evidence-based professional learning includes follow up and accountability from a coach/principal to ensure effective implementation and improvement in outcomes. For allowable expenditures, see R277-326. If choosing to receive these funds, you are required to complete a USBE survey of performance measures. Click [here](#) to see LEA estimated funding amounts.

### Important Definitions per Board Rule:

- **Evidence-based**- a strategy that has demonstrated a statistically significant effect on improving student outcomes.
- **Focused**-professional learning that is targeted to strategies that align with an LEA's plan and goals that would best support improving outcomes.
- **Job-embedded**-learning that is during the workday and designed to enhance instructional practices with the intent of improving student learning outcomes.
- **Professional Learning**-a comprehensive, sustained, and evidence-based approach to improving teachers' and principals' effectiveness in raising student achievement.
- **Sustained**-multiple professional learning sessions with ongoing support for implementation of professional learning for long-term change.

Check appropriate boxes to indicate professional learning focus:

<input type="checkbox"/> <b>Early Literacy</b>  <input type="checkbox"/> P <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> <b>Early Mathematics</b>  <input checked="" type="checkbox"/> P <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3
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1. Describe how the professional learning opportunities are comprehensive, focused, sustained, job-embedded, and evidence-based (see definitions above).

Professional learning opportunities will focus on math. These learning opportunities will support the MTSS process by concentrating on the administration, scoring, and interpretation of the Acadience Math assessment, usage of the GSD Math Decision Tree to guide instruction, and on evidence-based strategies for math. Funds will be spent on a K-3 Early Learning Math Coach who will develop and provide ongoing professional learning opportunities for school

teams. The learning will be sustained through multiple targeted professional learning sessions, PLC work, and job-embedded coaching with feedback.

- 2. Describe how the professional learning opportunities are aligned with the Early Learning Plan and targeted to attain the state and local goals.** *(If choosing early math, there is no need to describe how it is targeted to attaining goals as there are no math goals this year, however the rest of this question still needs to be answered).*

Professional learning opportunities will target K-3 mathematics. All K-3 teachers will receive training on the Acadience Math assessment. Schools will identify teachers or additional staff members to attend extended professional learning on the administration and scoring of the Acadience Math assessment. These school level experts, will support teachers in administration and scoring of the assessment during PLCs.

Based on initial results from the Acadience Math assessment, schools needing additional support will be identified and contacted by the Early Learning Math Coach to determine professional learning needs of grade level teams. Schools may also request professional learning for their grade level teams. All professional learning opportunities will target the evidence-based curriculum and strategies identified in our Early Learning Plan for math.

- 3. Describe how your LEA intends to increase benchmark assessment scores and related outcomes through these professional learning opportunities.**

This year we will be setting a baseline for math. However, we plan to increase student outcomes in math from BOY to EOY for students in K-3.

- 4. Describe how the professional learning opportunities are aligned with the [professional learning standards](#) set forth in 53G-11-303 and R277-519.**

<p><b>Learning Communities:</b> occurs within learning communities committed to continuous improvement, individual and collective responsibility, and goal alignment</p>	<p>Teachers, coaches, and mentors will work together in PLCs to analyze Acadience Math data and use this data to inform instruction to improve outcomes for students. At a minimum, teachers meet in PLCs every 2 weeks for 45 minutes.</p>
<p><b>Skillful Leaders:</b> requires skillful leaders who develop capacity, advocate, and create support systems, for professional learning</p>	<p>Instructional Leaders, school psychologist, and instructional coaches will receive professional learning on the administration, scoring, and analysis of the Acadience Math assessment. With this knowledge, they will be able to support classroom teachers with questions regarding scoring and analysis of the math assessment. The available professional learning opportunities for math will be shared with instructional leaders. Instructional leaders will select the professional learning that will meet the needs of grade level teams. Instructional leaders will be encouraged to attend professional learning for follow-up with teachers.</p>

<p><b>Resources:</b> requires prioritizing, monitoring, and coordinating resources for educator learning</p>	<p>We will use the GSD Math Decision Tree to prioritize, monitor, and coordinate professional learning targeted at improving educator learning in math. Educators will be able to access professional learning during the school day or afterschool, during PLCs, through job-embedded coaching, or from Canvas courses or other online platforms. Teachers will be compensated for time spent outside of contract time. Initial professional learning will focus on the administration, scoring, and analysis of the Acadience Math assessment and then later on the evidence-based math strategies.</p>
<p><b>Data:</b> uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning</p>	<p>Data from a variety of sources will be used to plan, assess, and evaluate professional learning. School and district reports from Acadience Math and GSD Quarterly Benchmarks will be used to identify areas of need, plan professional learning and assess the effectiveness of the professional learning. Educator level data will also be analyzed for the impact of professional learning on instructional outcomes.</p>
<p><b>Learning Designs:</b> integrates theories, research, models of human learning to achieve its intended outcomes</p>	<p>Professional Learning will be designed to meet the demands of the adult learner. All professional learning opportunities will be planned with the educator in mind and their background knowledge and experience they bring to the learning experience. Each session will include learning intentions and success criteria. Professional learning will be organized to incorporate opportunities for educators to reflect, converse with colleagues, and engage in activities that will support them in the implementation of the new learning.</p>
<p><b>Implementation:</b> applies research on change and sustains support for implementation of professional learning for long-term change</p>	<p>Math coaches, instructional coaches, and mentors will provide job-embedded ongoing professional learning through coaching. Coaches and mentors will meet with teachers to examine their data, set goals, and refine practice by implementing new instructional strategies for math. Coaches and mentors will support teachers in implementing new strategies by modeling, co-planning, co-teaching, and providing teachers with feedback targeted on the implementation of new instructional strategy.</p>
<p><b>Outcomes:</b> aligns with performance standards for teachers and school administrators; and performance standards for students as described in the core standards for Utah</p>	<p>We expect to increase collaboration between school instructional leaders and teachers because of the professional learning. Working together, teachers and instructional leaders will focus on increasing student learning in math. Instructional leaders and teachers will use data from the Acadience Math assessment to measure learning and progress towards instructional goals. Instructional leaders will support teachers in aligning math instruction to the Utah Core standards. Teachers will use GSD Proficiency Based Teaching and Learning to ensure student performance is also aligned to the Utah Core Standards.</p>

<p><b>Technology:</b> both incorporates the use of technology in the design, implementation, and evaluation of high quality professional learning practices; and includes targeted professional learning on the use of technology devices to enhance the teaching and learning environment and the integration of technology in content delivery.</p>	<p>Student Technology Specialists will incorporate the use of technology in lesson design, implementation, and evaluation of professional learning to enhance the teaching and learning environment.</p>

**General Assurances: Check all the boxes below.**

- ONLY CHECK IF APPLYING FOR SECTION D FUNDING** - The Professional Learning Grant must be submitted in Utah Grants no later than September 1 by 5 p.m.
- ONLY CHECK IF APPLYING FOR SECTION D FUNDING** - We understand that if our professional learning application is not approved by October 15, we forego our Professional Learning Program funds (R277-326).
- ONLY CHECK IF APPLYING FOR SECTION D FUNDING** - We understand that these funds must only be used for sustained professional learning opportunities that are evidence-based and focused (R277-326).
- ONLY CHECK IF APPLYING FOR SECTION D FUNDING** - We understand that if program money is used in a manner that is inconsistent with 53F-5-214 and R277-326, our LEA is liable for reimbursement for the amount of funds improperly used.
- ONLY CHECK IF APPLYING FOR SECTION D FUNDING** - We understand the requirement to complete a USBE survey of performance measures by the end of the year.

By submitting this form, I certify the information I provided on and in connection to this application is true, accurate and complete. I also understand that any false statements on this application I file with the Utah State Board of Education may be grounds for disqualification for Professional Learning Grant funds.