

GRANITE SDISTRICT 2019-2020 SUMMARY

SCHOOL	Goal(s) Met	Summary
Academy Park EL	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	To maintain grade level teams and structures that support ongoing instructional growth the teachers and increased student achievement, the bulk of Land Trust funds were used to ensure that class sizes were relatively stable and equitable across grade levels. Substitutes were utilized for teachers to attend professional development.
Arcadia EL	We did not test in 2019-2020 due to COVID. We were not able to measure our goal.	Funds were used to hire paraprofessionals to provide more individualized instruction. We also purchased chromebooks/smartboards with the funds.
Bacchus EL	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	Funds were used to hire paraprofessionals to provide more individualized instruction under the direction of the literacy coach or the classroom teacher. Professional development opportunities were provided to ensure we are establishing best practices for student learning. Funds were used to purchase classroom Sound Enhancement Systems to improve the learning environment for students. A Family/School evening was provided to share resources and activities, in order to support the students both at school and at home.
Beehive EL	<p>Due to summative testing waivers granted by USBE, our school did not take RISE, Semester 2 benchmark posttests, or EOY Dibels. As a result, we do not have sufficient data to determine EOY growth. We administered the Dibels Next Universal screener two times - Beginning of year and middle of year. The results are as follows:</p> <p>Beginning of Year:                      At or Above Benchmark - 25%                      Benchmark - 16%                      Below Benchmark - 13%                      Well Below Benchmark - 46%</p> <p>Middle of Year:                      At or Above Benchmark - 26%                      Benchmark - 16%                      Below Benchmark - 12%                      Well Below Benchmark - 45%</p> <p>In addition to the DIBELS screeners, students were continually monitored using Pathways of Progress. These reports helped us know if the various strategies and Tier 2 supports that we were providing in ELA were effective. Our goal was to have 60% of our students make typical or above typical growth, by the EOY. Due to school dismissal, we were unable to collect EOY Pathways of Progress data.</p>	The School Community Council (SCC) allocated funds to be used to increase student learning through the hiring of 3 paraprofessionals to assist in providing Tier 2 small group supports in the classroom. Additionally, funds were allocated to purchase literacy instructional supports for teachers to use in the classroom. These instructional supports provided additional reading strategies for teachers to implement in the classroom to improve student literacy. Lastly, Land Trust funds were allocated to pay for substitutes in the library and computer lab to allow teachers to collaborate for 45 minutes every Monday. This provided teachers time to plan for their instruction, design assessments, and analyze data.

GRANITE SDISTRICT 2019-2020 SUMMARY

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Bennion EL	No, Bennion EL did not make their goal for the 2020-2021 school year. We believe that this was due to COVID and students being in and out of school all year long. Our DIBELS data was as follows: K-3 averaged 53% according to the DIBELS EOY data. Our K-6 <sup>th</sup> averaged 60% according to the DIBELS EOY.	Money was used for paras to work with teachers doing small group instruction and interventions for students that were below level. We also spent money for online curriculum, technology (Chromebooks), library books, as well as items for our STEAM lab.
Bennion JR	Goal was not met.	FTE, additional class periods, paraprofessionals, after-school tutoring, substitutes
Bonneville JR	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	We were able to use funding to lower class sizes. Funds were not used for the AVID conference due to COVID. Funds were used for some tutoring. Viking Enrichment Night was again a success. An amendment was made, and additional Chromebooks were purchased to help facilitate online learning and literacy goals. Professional development was provided for teachers and stipends were provided for teachers working off contract time. It was an effective use of funds to prepare them for their need to provide dual modality teaching.
Bridger EL		Substitutes were provided for teachers allowing them to observe other master teachers to improve their teaching skills to increase student learning. .5 FTE for a kindergarten teacher to lower class size. Library books and leveled readers for student's at-home reading. Supplies for reading intervention and small math intervention groups.
Churchill JR	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured	Landtrust funds were utilized to reduce class size in Science, Math, English and the French DLI program. This was an effective use of funds especially when teachers became tasked with teaching online. Surveys were conducted at the end of the school year and that feedback was utilized to increase effectiveness at reaching students in person and online.
Copper Hills EL	We did not make 5% growth in DIBELS this year in K-3. We did make growth in all grade levels.	We were able to use funding to pay for the extended day K. Kindergarten did make 2% growth. We were able to fund the reading lab with para's to help with interventions. This helped students make growth if they attended school F2F.
Cottonwood EL	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	1 FTE - third grade teacher, paras, instructional materials for teachers.
Cottonwood HI	Yes . . . we think! Goal #1 was to raise end of year math benchmark scores by 20% in Sec Math I, II, and III classes. The benchmark tests were optional this year but our students did well on test modules using the ALEKS program. Goal #2 was to raise graduation rate to 80%. We will not have the final percentage until October 2021.	We were able to use funding to lower class sizes in math and hire two 29-hour academic aides to assist at risk seniors. Each academic aide worked with 30 seniors. At least 22 of those seniors graduated due in part to the efforts of these aides.
Crestview EL	End of Year (EOY) testing was not given in 2019-2020 due to COVID and the soft closure of schools.	Funds were used to offer the staff data study opportunities as needs arised throughout the school year. Funds were used to pay for substitutes for teachers to participate in professional development/data study opportunities before the soft closure. Funds were used to pay paraprofessionals to work with individual and small groups of students under the direction of the classroom teachers and literacy coach. Funds were also utilized to purchase technology equipment (chromebooks) and materials (sight spelling cards; teacher literacy classroom materials; reading aides and/or manipulatives) to help improve student mastery in literacy.

GRANITE SDISTRICT 2019-2020 SUMMARY

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Cyprus HI	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	Cyprus saw a gain of over 2% in students taking CCR classes. Our association with Equal Opportunity schools helped us identify and encourage underrepresented students to reach this goal. Graduation rate went from 80% to 81%. Amended plan to provide time for teachers to adjust to the method of teaching they would need due to COVID. It was an effective use of funds to prepare them for their need to provide dual modality teaching.
Diamond Ridge EL	In March 2020 a school dismissal occurred as a result of the COVID-19 pandemic. Students were not in the school buildings during the last 3 months of the school year. Student instruction and assessment were much less effective during that school dismissal period. Based on most recent POP achievement scores (83.7% of students achieving typical or above progress in 2018-2019) and suggested growth goals from Granite School District, the goal was set for 85% of students to make typical or above progress during the 2019-2020 school year. According to Pathways of Progress Data from the Middle of Year (MOY) assessment, the data is reported as follows: % of students at each Grade level making typical or above progress Kindergarten 57% 1st grade 81.75% 2nd grade 74.25% 3rd grade 78.25% 4th grade 44.5% 5th grade 78.25% 6th grade 82.75%	GOAL #1: Any student who scored below benchmark level on a DIBELS benchmark test was be given additional assessments to determine the correct type and amount of reading support needed. Teachers provided students with targeted, daily small group reading instruction. Planned lessons and activities for LAND Trust classroom aides in order for them to deliver targeted, daily small group reading instruction. Teachers also monitored students' reading progress at least every 2 weeks using the DIBELS Progress Monitoring tool to determine which students are making adequate progress and which students need additional interventions and support. Students' pathways of progress data was analyzed by PLC teams and administration to determine progress toward school goals. Additional support was provided to teachers from the school literacy coach, district level specialists, and administration as needed. Substitute teachers were utilized to allow teachers to participate in Professional Learning Community meetings once each week in order to analyze student progress from assessments and progress monitoring, make instructional decisions, and plan instruction to meet students' needs. New reading materials and additional digital resources were purchased for the school.
Driggs EL	EOY testing did not take place due to the COVID-19 global pandemic.	Funds were used for FTE, textbooks, mCLASS, teacher stipends, and paper.
Eastwood EL	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	Funds were used to hire paraprofessionals to provide more individualized instruction under the direction of the literacy coach or the classroom teacher.
Eisenhower JR	No. We saw an increase in proficiency for the Granite Benchmarks in ELA but not in Math. We saw an increase 7th Grade ELA increased 8%. 8th Grade ELA increased 12%. 9th Grade ELA increased 6%. 7th Grade Math did not increase. 8th Grade Math did not increase. 9th Grade Math increased 2%.	We were able to pay for a full time ELA and Math teacher. We were able to lower class sizes in ELA and Math. We did not meet our goals of increasing our proficiency rate to 15%.
Elk Run EL	Due to school dismissal in March of 2020 we were unable to measure our end of year school goals.	Funds were used to hire instruction para professionals to provide targeted instruction in small groups. We also funded substitutes to provided additional PLC time for teachers in the school day. We purchased Chromebooks and library books as well. Land Trust monies were used to print student materials and to purchase instructional supplies for students/teacher use. We purchased MClass for DIBELS data for 4-6th grade students as well.
Evergreen JR	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	Funds were used to pay FTE, extra class periods, Chromebooks

GRANITE SDISTRICT 2019-2020 SUMMARY

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Farnsworth EL	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	A teacher was hired to reduce class sizes and allow for a second all-day Kindergarten class. Aides were hired to support interventions and allow time for teachers to meet in PLCs.
Fox Hills EL	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	LandTrust funds were used in the following ways: 1. To hire a .5 teacher to reduce class sizes to maximize support to individual students. 2. To hire paraprofessionals to provide small group and individualized instruction under the direction of the literacy coach or the classroom teacher. 3. To purchase books for our Book Bag program for students in K-2 to read nightly at home.
Fremont EL	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	Land Trust funds at Fremont Elementary helped hire paraprofessionals for classrooms and ELL work in one-on-one or small group settings, with dividers in place. Under educator direction, our paraeducators provided repeated practice and extended learning time. They substituted in classrooms in a limited way to relieve teachers during Student Support Team meetings and a few collaboration meetings to benefit students. Because of difficulties in finding interested applicants, Fremont obtained Community Council approval to apply available funds to procure 49 Chromebook 11 G8s, while the school used other funds to get a sizeable number. The funds were most helpful in providing real-time assistance to students and in also upgrading Chromebooks for student use.
Frost EL	Due to COVID, we were not able to provide end-of-year DIBELS data for the 2019-2020 school year. We can compare the beginning of year data to mid-year, which indicates a positive trend towards reaching our end-of-year goal. BOY- 42% of our K-6 students scored on grade level according to the DIBELS benchmark assessment. MOY- 44% of our K-6 students scored on grade level according to the DIBELS benchmark assessment. This is a 2% increase in the number of students scoring on grade level from the beginning of the year to mid-year. This indicates a positive trend towards reaching our end-of-year goal.	Hire paraprofessionals to support teachers and students with reading instruction and intervention across all grade levels. The paraprofessionals will work under the direction of the school reading coach and the principal to assist classroom teachers during small group instruction. Paraprofessionals will work with individuals and small groups to build literacy skills. We will utilize substitute teachers to support the collaboration process among teachers.
Gearld Wright EL	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	Funds were used to hire a teacher and lower class size. In addition, paraeducators were hired to assist educators and give students more individualized instruction.
Gourley EL	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	Funds were used for FTE and paraprofessionals.
Granger EL	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	Fund were used to pay the salary and benefits for a dedicated STEM teacher. Additionally, funds were used to purchase FOSS Science Kits and consumables such as science notebooks.
Granger HI	Yes. Graduation Rate: Increase by 2% 2019- 79% 2020- 81% ACT - Increase by .4 points - Growth! 2019 - Composite Score 16.3 2020 - Composite Score 16.7	We were able to use funding to lower class sizes to impact the engagement of our students. Funds were not used for the AVID conference due to COVID. Funds were used for additional classes to lower class size and give students more flexibility. Amended plan to provide professional developement on site versus to assist with changes that COVID put in place. It was an effective use of funds to prepare them for their need to provide dual modality teaching. Funds were utilized to extend periods of faculty to assist students with continuing growth successfully obtaining the necessary credits needed for graduation. It was an effective use of funds to prepare them for their need to provide dual modality teaching.

GRANITE SDISTRICT 2019-2020 SUMMARY

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Granite Connections	Goal was not met.	Funds were used for extra class periods, paraprofessionals, and professional development
Granite Park JR	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	We were able to use funding to lower class size in our ELA classes. Funds were used for additional classes to lower class size and give students more flexibility. Amended plan to provide time for teachers to adjust to the method of teaching they would need due to COVID. It was an effective use of funds to prepare them for their need to provide dual modality teaching.
Hartvigsen SPEC	One additional Instructional Assistant was hired to provide additional support to students with significant cognitive disabilities.	The Instructional Assistant provided one-on-one assistance to students to support reading, math, writing and science goals. They also worked with students on social skills and maintaining appropriate behavior. The funds were used effectively to allow students to achieve more success in their IEP goal progress.
Hillsdale EL	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	Funds were used to hire paraprofessionals to provide more individualized instruction under the direction of the literacy coach, instructional coach, and the classroom teacher. Class sizes were reduced by paying for 0.5 salary of a full time educator.
Hillside EL	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	Funds were used to hire paraprofessionals to support small group literacy and math instruction in individual teacher classrooms at every grade. In addition, paraprofessionals provided intensive support to the most at risk ELLs in small groups under the direction of the literacy coach or the classroom teacher.
Hunter EL	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	Funds were used for FTE to allow our STS to be at our school full-time, and paraprofessionals.
Hunter HI	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be fully measured.	Our 4 year graduation rate is 83%, while 42% earned an 18 or higher on the ACT. Both of these trended down from 2016-2020, and we are working to reverse both trends. We have increased the amount of Advanced Placement and Concurrent Enrollment courses in our school. In 2021 we administered 471 AP tests and 564 students took a Concurrent Enrollment course through Hunter High School or the Granite Technical Institute (GTI). We also had 85% of our senior class complete College Applications during the Utah College Application Week. 32% of our seniors completed FAFSA applications. Our senior class was awarded over \$5.1 million in grant and scholarship money.
Hunter JR	Our Soar on Success room served many students in tier 3 interventions in Math and English.	Funds were used to fund FTE, paraprofessionals, library books, and 33 ThinkPads.
Jackling EL	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	Funds were used for a full-time STS, paraprofessionals.
Jefferson JR	Yes our goals were accomplished. We were able to reduce class sizes in our tested subjects by extending teacher contracts and having them teach additional classes.	By paying part of the FTE for one of our ELA teachers we were able to get the students the individual support needed to be successful. The school was also able to offer tutoring after school to support student learning. Additional Chromebooks were also purchased and repaired so support students with distance learning.
Kearns HI	Due to the COVID-19, we were not able to meet our goals.	Paraprofessionals were hired, teacher stipends, AP exam fees were paid, Brainpop, NearPod, Edpuzzle, Newsela, Boxlights, ThinkPads, Chromebooks, extra class periods,
Kearns JR	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	Funds were used to hire a Science teacher to lower class sizes in that subject area. We also hired a paraprofessional for academic support.

GRANITE SDISTRICT 2019-2020 SUMMARY

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Kennedy JR	We were not able to test at the end of the school year due to COVID 19. We were not able to measure progress.	Paraprofessionals were hired to support SEL procedures to keep students engaged in instruction in classes and to organize home visits and parental outreach. Funds were used for FTE to reduce class size in math for improved instruction. Surface Pros were purchased for instructional delivery and instructional planning. Substitutes were used so teachers could attend professional development and have instructional planning time. Some student supplies were purchased.
Lake Ridge EL	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	Funds were used to hire paraprofessionals to provide more individualized instruction under the direction of the literacy coach or the classroom teacher. Substitutes were provided so teachers could effectively collaborate for the needs of their students. Subs were also hired to provide teachers the opportunity to observe another classroom/teacher to see planning/collaboration in action by colleagues/peers. The observation was followed by discussion and goals/plans were made to implement the strategies observed. Professional development opportunities were provided to ensure we are establishing best practices for student learning.
Lincoln EL	Goal(s) not Met : testing was not given in 2019-20 due to Covid 19. Goals were not able to be measured.	We used our Land Trust funds to pay our Paraprofessionals. They work with students in small group to help raise student achievement in Math and Reading.
Magna EL	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	Funds were used to pay for stipends for teachers to attend professional development days, substitutes for teachers so they can collaborate during the school day, and textbooks that support the curriculum of the professional development. Paraprofessionals were hired to spend a minimum of thirty minutes per day in each teacher's classroom providing Tier II reading interventions and support. Purchased audio enhancement for teachers.
Matheson JR	End of year RISE testing was not done due to COVID. We were not able to measure progress.	Funds were used for additional math, science, reading, and English Language Arts periods. FTE to lower class sizes. Funds were used for an instructional coach to improve classroom instruction. We paid for a Data/Assessment coordinator to schedule and monitor school-wide assessment. We paid for substitute teachers one day each quarter so CORE teachers can plan for upcoming units, design lesson plans and create Common Formative Assessments. We paid teachers at hourly rate to provide tutoring and test re-takes before and after school hours. Provided an after-school bus Mondays-Fridays to support students who could not otherwise attend after school tutoring, remediation and/or enrichment. Incentives were purchased for individual students who increase their RI lexile score by 100 points or more. We purchased printing materials, student binders and organizational materials to support school-wide learning expectations and self-monitor student progress.
Mill Creek EL	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	Goals included creating an additional 0.5 FTE teacher in Kindergarten so class sizes could be reduced. Another goal was to provide paraeducator support. Goals could not be measured due to end of year testing not occurring.
Monroe EL	RISE data and Benchmark data are not available for comparison. The average words per minute for the 38 students who worked with the interventionist was 22 words per minute as measured by the Beginning of the year DIBELS benchmark assessment. Average words per minute at the Middle of the year DIBELS Benchmark rose to 41 words per minute. It is unknown how many of the 38 would have been in the green by the end of the year.	Funds were used to help pay the cost of a reading interventionist who worked with identified students in the lower grades with a target of students in second and third grades. Costs included Salary and Benefits for this position.

GRANITE SDISTRICT 2019-2020 SUMMARY

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Morningside EL	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	Funds were used to hire paraprofessionals to provide more individualized instruction under the direction of the literacy coach or the classroom teacher. Substitutes were provided so teachers could effectively collaborate for the needs of their students. Professional development opportunities were provided to ensure we are establishing best practices for student learning. Funds were used to equip a STEM lab to enhance student knowledge of Science, Technology, Engineering, and Math.
Moss EL	Unable to measure progress due to COVID.	1 FTE kindergarten teacher was funded.
Neil Armstrong Academy	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	Funds were used to hire paraprofessionals to provide more individualized instruction under the direction of the literacy coach or the classroom teacher. These paraeducators worked primarily with k-3 literacy. Substitutes were provided so teachers could effectively collaborate for the needs of their students. Professional development opportunities were provided to ensure we are establishing best practices for student learning. Funds were used to purchase library books, a new Bookworm machine for reading incentives, and money was set aside to expand our digital library. Some money was also used to refresh various instructional devices such as Chromebooks and Screen Beams to enhance instruction. Some money was set aside for STEM night and the Little Neil STEM initiative, but both of these events were postponed as a result of the COVID pandemic.
Oakridge EL	Yes. We increased reading proficiency by a school-wide average of 10% as measured by the DIBELS beginning of the year benchmark data compared to the end of the year benchmark data. We increased mathematics proficiency by a school-wide average of 47% when comparing first semester Granite Benchmark pre-test to post-test data. We were unable to measure our third goal because RISE testing was not administered due to summative testing waivers granted by USBE.	Funds were used to hire one reading aide to organize and train volunteers and additional part-time aides on how to implement state approved programs so they could provide interventions and/or extensions. Substitute teachers covered classes for one day during the school year, providing teachers with additional time to analyze data and collaborate to improve learning. We purchased equipment, utilizing the technology to provide extra practice, intervention and enrichment to students. We paid teachers a stipend to attend a Family Enrichment Night. At this event, teachers met with parents to discuss ways families can assist their students with reading, mathematics, and science during the school year. Teachers enriched family knowledge of how to use the online academic tools. Administration discussed the importance of home support and its connection to improved student proficiency. We purchased core aligned STEM materials and kits to teach and reinforce science concepts.
Oakwood EL	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	Funds were used to pay for paraprofessionals, Tanner Dance, and Meet the Masters.
Olene Walker El	End of year testing was not given in 2019-2020 due to COVID. Goal was not able to be measured using the RISE science assessment.	Trust lands funds were used to pay for a part time teacher to do hands on science experiments and learning with students in grades 4, 5, and 6. The science teacher worked in collaboration with classroom teachers to plan and deliver high quality science instruction. Students went to the science classroom once a week and participated in hands on science activities that supported the core standards. Students were assessed using the district science interims. The teachers planned reteaching lessons and additional assessments based on specific standards. We were able to see growth in student performance as measured by the district science interim assessments.
Olympus HI	For the most part Olympus was able to achieve the goals for the 2019-20 school year. The graduation rate data was a little rough due to the pandemic and we allowed many students to walk at graduation activities (per district guidance), but we had a lot of students that still needed to finish a little bit of work to graduate. Overall, we did the best we could with the circumstances given us.	We spent the money on funding extra periods to reduce class sizes, pay for before and after school tutoring, bought chromebooks and bought the ALEKS math program to help our students in the math foundation classes build their skills.

GRANITE SDISTRICT 2019-2020 SUMMARY

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Olympus JR	The goal of increasing RISE scores was not measurable due to not end of year testing. The second goal of increasing RI proficiency and growth was also not measurable due to not being able to complete the third RI test in March.	Funds were spent on: summer stipends for teachers to work on curriculum development and fine tuning PBL for their courses, paying for 0.5 FTE for an ELA Special Education teacher to focus on reading and writing with our special education students, paying for ALEKS licenses for all students as a support for math, paying teacher stipends for a curriculum night to bring in 5th grade students and introduce them to junior high curriculum and expectations so they can be better prepared for 6th grade, paying for before and after school tutoring in RISE tested content areas, paying for updating library materials to make sure we have both age appropriate and Lexile appropriate materials available for students, and paying for extra periods to help keep class sizes as small as possible.
Orchard EL	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	Funds were used to hire paraprofessionals to provide more individualized instruction under the direction of the classroom teacher. Substitutes were provided so teachers could effectively collaborate for the needs of their students. Professional development opportunities were provided to ensure we are establishing best practices for student learning. Chromebooks were purchased for students to practice independent learning skills.
Penn EL	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	Funds were used to hire paraprofessionals to provide more individualized instruction under the direction of the literacy coach or the classroom teacher. Funds were also used to pay for a .5 dance specialist. This allowed more time for teacher planning during the week.
Pioneer EL	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	1 FTE - 3rd grade teacher
Pleasant Green EL	We were showing some progress until COVID hit. No end of year testing to measure progress.	Funds were used for paraprofessionals, professional development, library books, and audio enhancement.
Plymouth EL	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	1 FTE and 60 Chromebooks.
Redwood EL	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	FTE
Rolling Meadows EL	Testing was not given in 2019-2020 due to COVID. Goals were not able to be measured. Thus, we do not have summative data to show if the goals were met. Formative data show us heading in the right direction to have met the goals.	Funds were used to hire paraprofessionals to provide more individualized instruction under the direction of the literacy coach or the classroom teacher. Substitutes were provided so teachers could effectively collaborate for the needs of their students. Funds were used to purchase library books. With the school closures due to COVID, we did not spend all of the allotted money on salaries for para educators or substitutes for PLCs. This resulted in a larger carryover than usual.
Rosecrest EL	Due to Covid19, students did not participate in RISE testing Spring of 2020. We therefore have no new data to indicate if there was an increase in overall student proficiency and growth.	Funds were used to hire paraprofessionals to support our K-3 Reading Intervention program as overseen by our Literacy Specialist. Funds were also used to support academic field trips, GO Math! curriculum resources and update technology.
Silver Hills EL	Due to the Covid-19 related school schedule adjustments, students were not administered the end-of-year DIBELS tests. The following data is based on middle of the year data: Percent of students achieving typical or above typical pathways of progress (POP) growth: Kindergarten: 32%, 1st: 45%, 2nd: 49%, 3rd: 49%, 4th: 38%, 5th: 64%, 6th: 70%	Four para-professionals were hired and trained to assist. In addition to district sponsored professional learning community (PLC) collaboration time, LAND Trust funds were used to provide substitute teachers for additional collaboration time on Tuesdays. The Tuesday collaboration meetings were supported by district coaches. A behavioral health aide supported students, and a dedicated reading coach assisted kindergarten through third grade teaching teams with data-driven coaching. The building's instructional coach provided support across all curriculum areas.

GRANITE SDISTRICT 2019-2020 SUMMARY

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Skyline HI	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	Funds were used to hire paraprofessionals to provide more individualized instruction under the direction of the literacy coach or the classroom teacher. In addition, a teacher was hired to reduce class size and provide more individualized instruction.
Smith EL	School achievement data shows that 66% of students made typical or above typical growth on their DIBELS Pathway of progress. The state requirement is that 60% of students achieve typical or above typical growth. Due to COVID 19 making in necessary to go on a soft closure at the end of the year we were not able to collect other growth data.	For the 2019 - 2020 school year, Calvin Smith Community Council decided to spend the money toward student achievement. The largest portion of our 2019 - 2020 LAND Trust funds were used to employ our skilled and caring paraprofessionals that work with students in language arts and math. Classroom aides were utilized to support reading, writing, and math development using small group instruction during our Power Up time and individual progress monitoring, which resulted in growth in students' achievement. Teachers participated in Professional Learning Communities (PLC's), where they collaboratively identify the essential standards that all students must master, identify best practices, analyze student assessment data, and share effective teaching strategies that are essential to our school's success. A portion of our LAND Trust funds were used to hire substitutes to allow teachers the time to meet in weekly PLCs, as well as attend important trainings to improve instructional practice. In addition, substitutes were provided so that our Chinese immersion teachers could meet with every family during SEP conferences.
South Kearns EL	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	Funds were used for FTE and paraprofessionals.
Spring Lane EL	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	Funds were used to hire teachers and paraprofessionals to provide more individualized instruction under the direction of the classroom teacher. These funds were vital specifically by providing a level of staffing stability in instructional practice for online learning and also for student social emotional reinforcement due to local health restrictions.
Stansbury EL	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	FTE and Paraprofessionals
Taylorville EL	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	Funds were used for paraprofessionals, teacher stipend, EVO classroom kits, & STEM supplies
Taylorville HI	We would like to increase graduation rate to 90% by 2021. (No, our graduation rate went from 85.3 to 87.5%) We will increase the number of college bound students within our AVID program. (No we did not)	Final graduation report for 2019-2020 school year had us at 87.5% graduation rate. We ended up having a decrease in AVID graduates. Covid made for some difficult challenges. We had seven teachers and two administrators earmarked to attend AVID. However, they did not attend AVID, training, or AP seminar due to covid. We hold an AVID strategies training once a month in a classroom. Students did attend FAFSA first semester but not second semester due to covid. The AVID banquet was also cancelled due to covid. The technology aspect was upgraded with the AVID funds. An amendment was issued from AVID conference monies to cover expenes for other instructional technologies.

GRANITE SDISTRICT 2019-2020 SUMMARY

SCHOOL	Goal(s) Met	Summary
Truman EL	Due to COVID, we were unable to administer end of year testing, which data was to be used to determine whether or not the goals were met. However, using Middle of Year data, we were on track to exceed our Reading goal of at least 3% improvement of students reaching or exceeding grade level benchmark on DIBELS. On our Math goal, using Semester 1 pre-test vs post-test data, we had a 17.5% improvement, which is close to the goal of 18%. Thus, we feel strongly that, had we been able to finish the school year and administer the end of year testing, we would have reached or exceeded both goals.	Funds were used to hire paraprofessionals to provide more individualized instruction under the direction of the literacy coach or the classroom teacher. Substitutes were provided so teachers could effectively collaborate for the needs of their students. Professional development opportunities were provided to ensure we are establishing best practices for student learning. Funds were used to purchase computers to update the computer lab. A Family/School Success evening was provided to meet with parents, share resources, tips and best practices, and establish a parent/teacher communication in order to support the students both at school and at home.
Twin Peaks EL	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	Funds were used to hire paraprofessionals. Funds were used to purchase library books and chrome books for student use.
Upland Terrace EL	Assessments used to measure academic growth could not be administered in the spring of 2020.	Funds were spent as planned on the following: <ul style="list-style-type: none"> <li>•Support of smaller class sizes K-3 through the purchase of .5 FTE</li> <li>•Support of reading intervention through the purchase of a reading paraprofessional</li> <li>•Hands on Science consultant services – until dismissal for the pandemic, students were able to participate in Hands On Science activities monthly</li> <li>•Subs/hourly stipends for teacher professional development for Proficiency Based Learning</li> </ul>
Valley Crest EL	Goals were partially met.	Due to COVID-19, Valley Crest was only partially able to implement our goals for the school year. We were able to support our PLC process, hire extra para's and support technology in the classroom. However, we were unable to see if we met our goal due to the lack of end of year testing.
Valley JR	Goal of increased student proficiency rates on state assessment was not met because of cancellation of state assessments with a global pandemic.	Due to changes in enrollment and the Covid-19 pandemic we were not able to measure growth using state assessments as planned. An amendment afforded the school the opportunity to provide one to one technology for all students to use during remote learning with the pandemic. Further, funds were used to provide professional development in the summer for PLCs.
Vista EL	Testing wasn't given in 1019-2020 due to COVID. Our goal is not able to be measured.	Funds were used for FTE, paraprofessionals, and Laptop computers.
Wasatch JR	Testing wasn't given in 1019-2020 due to COVID. Our goal is not able to be measured.	FTE and extra periods, paraprofessionals and Chromebooks
West Kearns EL	Testing wasn't given in 1019-2020 due to COVID. Our goal is not able to be measured.	Funds were used to hire a teacher to lower class sizes and allow for more individual student attention. Funds were also used to hire paraprofessionals to provide more individualized instruction under the direction of the literacy coach and the classroom teachers. Paras were also hired so teachers could effectively collaborate weekly to meet the needs of their students.
West Lake JR	Undetermined. Our LAND Trust goal is focused on progress toward exiting CSI in 2022 by showing adequate improvement in proficiency, growth, growth of the lowest 25%, and WIDA progress. Because testing was not administered in 2019-2020, we do not have data to show our progress.	Funding was rearranged to address the unexpected needs caused by the pandemic and the dismissal. We did not use funding to attend the AVID conference. We did purchase additional equipment to support the remote-learning needs of our students. Although we did not have 2019-2020 RISE data, other data points indicate we are on target to meet our 2022 goal to exit CSI.

GRANITE SDISTRICT 2019-2020 SUMMARY

SCHOOL	Goal(s) Met	Summary
West Valley EL	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	Funds were used to hire paraprofessionals to provide more individualized instruction under the direction of the literacy coach or the classroom teacher. Substitutes were provided so teachers could effectively collaborate for the needs of their students. We Funded an additional .5 FTE to hire the school technology specialist to be employed full time at West Valley STEM. The school technology specialist will model effective strategies for engaging all students in technology and build teacher capacity to provide purposeful learning utilizing a variety of digital resources. -Teachers will be provided with RAZ kids reading Software to help teach informational text. We purchased Additional Chromebooks to replace broken or old ones
Western Hills EL	Due to COVID-19, testing was not given in 2019-2020. Goals were not able to be measured.	Most of our funds were used to hire a .5 teacher. This made it so we did not have to create a split class, allowing students to learn at higher levels, have smaller class sizes, and to have more on-grade level instruction. Additionally, a small amount of funding was used to purchase materials for classroom calming kits. These items supported SEL needs, which helped students get back more quickly to their learning. Both efforts supported academic growth. Additionally, part of our plan was to utilize progress monitoring and high impact strategies, both of which we worked to implement effectively.
Whittier EL	Testing was not given in 2019-2020 due to COVID. Goal(s) were not able to be measured.	A portion of the LAND Trust funds were used to purchase Playworks. Funds were used to hire a Behavioral Health Assistant for our at-risk students to support their social emotional needs. Paraeducators were utilized to support intensive reading interventions. We hired substitutes weekly to provide monthly substitutes to provide SST time for teachers as well as collaborate with their team. Funds were used to purchase data books for the students as well as the paper needed for the data books.
Wilson EL	Testing wasn't given in 1019-2020 due to COVID. Our goal is not able to be measured.	Funds were used for FTE and paraprofessionals.
Woodstock EL	Testing wasn't given in 1019-2020 due to COVID. Our goal is not able to be measured.	Funds were used for FTE, paraprofessionals, and Chromebooks
YESS	342 different students were served. 487 individual teacher/student sessions occurred. 344 student reading assessments were administered. 143 separate individual reading/tutoring lessons took place.	The sequential action steps detailed in our goal were followed with fidelity. Data was uniformly recorded on an excel data sheet. Results were used within teacher collaboration activities (PLC's, informatl discussions between colleagues, etc.). Adjustments were made as necessary to adapt to COVID realities.