

EARLY LEARNING PLAN 2021-2022

LEA Name: Weber School District

Date of Expected Local Board Approval: August 4th

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/1UPrrElZrXX73aotjbFWH-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.

- x Early Literacy Program Funds**
DISTRICT ONLY - Matching Funds:

Program	Amount Matching	Levy
X Low Income Program	\$808,570.00	Board Local
X Guarantee Program	\$696,615.00	Board Local

- X 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 **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
Phonological Awareness	10-20 Min	Daily	K-1	Journeys, Heggerty, ERI-Early Reading Intervention (Scott Foresman,)
Phonics	30-45 Min	Daily	K-3	Journeys, Reading Horizons
Fluency	10-20 Min	Daily	1-3	Journeys, Repeated Reading, Dyad Reading, Read Naturally, Six Minute Solutions, FORI Routine (Fluency-Oriented Reading Instruction)
Vocabulary	10-20 Min	Daily: Throughout the day and in all content areas	K-3	Anita Archer Vocabulary Routine, HMH Journeys, Academic Vocabulary Routines (instructional and content) Amplify Science content, Engage NY content vocabulary
Comprehension	30 Min +	Daily: Throughout the day and in all content areas	K-3	Journeys, Comprehension Toolkit, Read Works, Commonlit, Read Naturally, Amplify Science Curriculum
Oral Language	30 Min +	Daily: Throughout the day and in all content areas	K-3	Journeys. Engage NY Math, Amplify Science Curriculum, collaborative group work, student presentations, student recordings
Writing	15-40 Min	Daily: Throughout the day and in all content areas	K-3	Journeys Writing handbook, Six Traits, Utah Compose, Writing Frames, Rainbow Writing, Four Square Writing, Math and Science Journals, Quick Writes and Summaries

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.

Every student in grades K, 1, 2 and 3 is assessed three times each year using the Acadience Reading Benchmark assessment which is an evidence-based, reliable, and validated universal screener. These benchmark assessments, in addition to other assessments, provide an indication of which students may be at risk for academic failure in early reading skills. The benchmark assessments are administered in September, January and April/May. The data from Acadience Reading Assessment and other assessments is analyzed along with input from the teacher to determine the strengths and areas of need a student is demonstrating in early reading skills. Using additional assessments as needed (Core Phonics Screener and 95% Group Assessments), data for students who fall in the well-below benchmark is looked at closely to determine the specific needs of the students. The instruction provided is targeted to the needs of the students. PLCs are also used as a time to analyze student data and determine how to address the needs of students and analyze instructional decisions. Every school uses a multi-tiered system of support to meet the needs of all students. Every school has a

reading coach who works closely with teachers and other support personnel to oversee and provide ongoing support for K-3 reading achievement. Progress monitoring is accomplished using Acadience Reading Progress Monitoring assessments as well as other applicable formative assessments that best match the targeted area(s) of need. The students are monitored using sub-measures which may also include off-grade level components as needed. Goals are set for students and trajectories for growth are determined based on the individual student needs using Acadience Reading Pathways of Progress. Students who are well-below benchmark as determined by Acadience Reading are monitored every 2 weeks. Students who are below benchmark as determined by Acadience Reading are monitored every 2-4 weeks. Students who are at Benchmark as determined by Acadience Reading are monitored every 4-6 weeks. Classrooms which have less than 80% of students at benchmark or are not meeting the student growth trajectories will work with the instruction coach or reading specialist to increase outcomes in the Tier I setting and develop evidence-based routines to meet the instructional needs of the students. Teacher coaching and observations will take place. Student progress monitoring and data will be tracked.

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:

Tier II instruction is provided for students who are not reading at grade level as determined by Acadience Reading Screener, teacher observation, and Core Phonics Screener. The Tier II intervention is in addition to the Tier I instruction. This instruction is provided in small group settings and delivered by highly-qualified teachers or highly-trained paraprofessionals under the direction of a certified teacher or reading coach. This instruction is targeted, based on the specific grade-level reading skills lacking for the student to be successful and focuses on skills that support reading proficiency. Instruction may be provided through a push-in or pull-out model to meet the needs of the students. These intervention groups are held 4-5 days a week for 15-30 minutes. Recognizing that not every Tier II program works for every student, multiple evidence-based programs are used to target individual student needs. The materials being used are based on the needs of the students and include: intervention pieces from our basal program, Journeys (Houghton Mifflin Harcourt); Write in Readers; Decodable Readers; and Decoding Power (explicit phonics lessons); Early Reading Intervention (ERI Scott Foresman); Reading Horizons, 95% Group, Beverly Tyner small group instruction and supplemental phonics/decoding programs. Imagine Learning is used as a supplemental support for students at risk in reading. In addition, some students participate with technology components that further support their individual needs. Progress monitoring takes place every 2-4 weeks to determine whether a change/adjustment to instruction is needed. Data from progress monitoring is analyzed by the grade-level team in a weekly PLC setting. Students who reach proficiency with interventions according to 3 progress monitoring data points will be moved back to Tier I and continue to be progress monitored to ensure they are maintaining their benchmark status. If Tier II interventions are not allowing the student to make adequate progress, the teacher will share the data with the school child-study team. The team will analyze the data and determine if there are additional influencing factors which would warrant additional assessments. Based on their findings, the team may suggest additional interventions or notify parents and proceed with the process of determining if the student has an underlying need which qualifies them for additional services including Tier III interventions or Special Education services.

Tier 3:

Tier III instruction is intensive instruction for students who have been identified by the school Child Study team as having significant needs that are well-below the current grade level or are not progressing with Tier II support. Additional diagnostic assessments are given to target the students lacking skills. Tier III is given in addition to Tier I and Tier II instruction. Tier III intervention is conducted in small groups and provided by the classroom teacher, specialist, or special education teacher. The students may have an IEP, however, Tier III is not just for special education students. These intervention groups are held 4-5 days a week for 30-45 minutes.

The material being used is based on the needs of the individual student and includes Journeys Intervention pieces - Write in Readers, Decodable Readers, and Decoding Power explicit lessons (Houghton Mifflin Harcourt), Early Reading Intervention (ERI Scott Foresman), Reading Horizons, 95% Group, and supplemental phonics/decoding programs. The instruction provided at this level is more intensive and may increase in time, be provided in smaller groups (2-3), or may even involve some one-on-one instruction. All programs use evidence-based practices that are systematic and explicit. Students who receive Tier III instruction are progress monitored off-level every 1-2 weeks to determine progress. Grade-level progress monitoring is also used to ensure closing of learning gaps to approach or meet grade-level expectations. Students who move out of well-below status on three progress monitoring points may discontinue Tier III services, but will continue to receive Tier II intervention until they are identified as achieving benchmark indicators on the Acadience Reading screener or progress monitoring.

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.*

Our Professional Learning opportunities this year will focus on the following : LETRS K-3, Acadience Math and Reading Assessment Training, and best practices relating to the Mathematical Components. These opportunities will support our teachers, coaches and interventionists by understanding and analyzing data, providing the foundational skills necessary to provide best practices in Tier , identify and target needs and address them in Tier 2 and 3.

SECTION B: EARLY MATHEMATICS

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

Engage NY Math, Eureka Math, Go Math

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

Mathematical Components	Evidence-based Strategies
Conceptual Understanding: the comprehension and connection of concepts, operations, and relations.	Explicit systematic instruction, visual representations, manipulatives
Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.	Daily verbal practice, fluency games, math talk, partner work
Strategic and Adaptive Mathematical Thinking: the ability to formulate, represent, and solve mathematical problems with the capacity to justify the logic used to arrive at the solution.	Model and practice, Gradual release, partner work, manipulatives, expose students to multiple problem solving strategies, assist students in monitoring and reflecting on the problem solving process
Productive Disposition: the ability to see mathematics as useful and	Teach the why of mathematics not just the procedure, make it a positive experience, use models and learning aids

worthwhile while exercising a steady effort to learn mathematics.

- 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.**

Every student in grades K, 1, 2 and 3 will be assessed three times each year using the Acadience Math Benchmark assessment. These benchmark assessments, in addition to other grade-level assessments, provide an indication of which students may be at risk for academic failure in early math skills. The benchmark assessments will be administered in September, January and April/May. The data from Acadience Math Assessment and other assessments is analyzed by the teacher to determine the strengths and areas of need a student is demonstrating in early math skills. Students who fall in the well-below benchmark status will be looked at closely to determine the specific needs of the students. The instruction provided will be targeted to the needs of the students. PLCs will be used as a time to analyze student data and determine how to address the needs of students and appropriate instructional approaches. Every school uses a multi-tiered system of support to meet the needs of all students. Every school has designated Tier II time to be used to address and provide ongoing support for lacking Math skills. Acadience Progress monitoring and grade level Common Formative Assessment will be used to monitor student progress on the deficient skills. Goals will be set for students and trajectories for growth will be monitored. Students who score well-below benchmark as determined by Acadience Math will be monitored every 2 weeks. Students who are below benchmark as determined by Acadience Math will be monitored every 2-4 weeks. Students who are at Benchmark as determined by Acadience Math will be monitored every 4-6 weeks. Classrooms which have less than 80% of students at benchmark or are not meeting the growth trajectories will work with the instruction coach or curriculum teacher specialist to increase outcomes in the Tier I setting and develop evidence-based routines to meet the instructional needs of the students. Teacher coaching and observations will take place. Student progress monitoring and data will be tracked.

- 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.**

Tier 2:

Tier II instruction is provided for students who are not performing at grade level as determined by Acadience Math Screener. The Tier II intervention is in addition to the Tier I instruction. This instruction is provided in small group settings and delivered by highly-qualified classroom teachers or highly-trained paraprofessionals under the direction of a certified teacher. This instruction is targeted, based on the specific grade-level math skills lacking for the student to be successful and focuses on skills that support math proficiency. Instruction may be provided through a push-in or pull-out model to meet the needs of the students. These intervention groups are held 4-5 days a week for 15-30 minutes. Recognizing that not every Tier II program works for every student, multiple evidence-based programs are used to target individual student needs. The materials being used are based on the needs of the students and include: small group instruction, individual instruction, the use of manipulatives, math games, rocket math, xtramath, prodigy, IXL Math, Imagine Learning Math, and Zearn. Progress monitoring takes place every 2-4 weeks to determine whether a change/adjustment to instruction is needed. Data from progress monitoring is analyzed by the grade-level team in a weekly PLC setting. Students who reach proficiency with interventions will be moved back to Tier I and continue to be progress monitored to ensure they are maintaining their benchmark status. If Tier II interventions are not allowing the student to make adequate progress, the teacher will share the data with the school child-study team. The team will analyze the data and determine if there are additional influencing factors which would warrant additional assessments. Based on their findings, the team may suggest additional interventions or notify parents and proceed with the process of determining if the student has an underlying need which qualifies them for additional services including Tier III interventions or Special Education services.

Tier 3:

Tier III instruction is intensive instruction for students who have been identified by the school Child Study team as having significant needs that are well-below the current grade level or are not progressing with Tier II support. Additional diagnostic assessments are given to target the students lacking skills. Tier III is given in addition to Tier I and Tier II instruction. Tier III intervention is conducted in small groups and provided by the classroom teacher, specialist, or special education teacher. The students may have an IEP, however, Tier III is not just for special education students. These intervention groups are held 4-5 days a week for 30-45 minutes. The material being used is based on the needs of the individual student and includes math manipulatives, math games, rocket math, IXL Math, and Imagine Learning. The instruction provided at this level is more intensive and may increase in time, be provided in smaller groups (2-3), or may even involve some one-on-one instruction. All programs use evidence-based practices that are systematic and explicit. Students who receive Tier III instruction are progress monitored off-level every 1-2 weeks to determine progress. Grade-level progress monitoring is also used to ensure closing of learning gaps to approach or meet grade-level expectations. Students who move out of well-below status on progress monitoring may discontinue Tier III services, but will continue to receive Tier II intervention until they are identified as achieving benchmark indicators on the Acadience Reading screener or progress monitoring.

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 May 27, 2022, Weber School District will increase the percentage of 1st grade students at or above benchmark in Acadience Reading DIBELS Nonsense Word Fluency, correct letter sounds (NWF-CLS) by 8%, from the beginning of the year to the end of the year by providing ongoing professional learning, instructional coaching, and grade-level collaboration. Students will also receive supplemental support by using *Imagine Learning* and/or *Reading Horizons*. The goal is to support students in mastering basic phonics skills.

2. Early Literacy Goal (required)

By May 27, 2022, Weber School District will increase the percentage of 3rd grade students at or above benchmark in Acadience Reading DIBELS Oral Reading Fluency (DORF) accuracy by 7% from the beginning of the year to the end of the year by providing ongoing professional learning, instructional coaching, grade-level collaboration, targeted instruction and ensuring equal time reading both literature and informational content reading. Students will also receive supplemental support by using *Imagine Learning* and/or *Reading Horizons*. The goal is to support students by filling learning gaps and to maximize "in text" time for students.

General Assurances: Check all the boxes below.

X The Early Learning Plan submitted has been reviewed and approved by your local school board in an open, public meeting.

X 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.

X The Early Learning Goals must be submitted in the Data Gateway-Early Literacy page no later than September 1 by 5 p.m.

X 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.

X 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.

X 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.

X We understand that we must implement evidence-based interventions for reading and mathematics if a student is scoring below or well below benchmark.

X 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*).

X 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.

X 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.

X 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*).

X 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:

X Early Literacy <input type="checkbox"/> P <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	X Early Mathematics <input 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).

LETRS is a focused comprehensive training for teachers on the science of reading. This Professional learning will be job-embedded as we apply what has been learned in our PLC discussions about student learning and progress. It will be sustained through continuous conversations, revisiting training modules, observations and follow up utilizing our coaches, administrators and state trained district LETRS trainers. This will allow us to focus on our goal of increasing NWF CLS and Accuracy with greater understanding of how those skills are developed.

Our Acadience assessment training will be given by Acadience trained district mentors which allows for sustainability. It will be job-embedded as teachers, coaches and admin utilize their learning while analyzing data from the assessments. This will allow us to focus on how we are aligning and meeting our district reading goals and better target individual, school, and district needs. Each benchmark testing period, schools will compile their data by grade level in a report and identify needs and set goals based on the data.

Our Mathematical Components training will provide teachers the necessary background to understand the evidence-based practices that relate to each of the components. Teachers will then choose a component to implement into their instruction based on their classroom data and monitor the impact at the individual and class level. This will enable teachers to be more focused when our math goals are set for next year.

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).

Our LEA goal for this year is targeting NWF CLS in 1st grade and Accuracy in 3rd grade. The LETRS training will help teachers to understand the importance of early reading skills and how to best determine and meet the needs of the students in their classrooms and those they serve. Teachers will understand all the foundational components needed to attain the necessary skills to be proficient in reading and how to identify and support students with lacking skills. Acadience assessment training will enable teachers, coaches, and interventionists to understand and analyze the data the assessment provides. The data can help to identify Tier 1 and individual needs. The Mathematical Components professional learning will help to lay groundwork for the mathematical goals that will be applied next year.

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

See 2 and 3 above

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

<p>Learning Communities: occurs within learning communities committed to continuous improvement, individual and collective responsibility, and goal alignment</p>	<p>Teachers bring classroom data and analyze it at weekly PLC meetings. They celebrate successes and share what they found to be successful in their classrooms. They identify targeted needs for the grade, class, and individual students. They reflect on their learning in the LETRS training to determine evidence-based practices to meet the needs. Together the grade-level team determines how they will support one another to ensure ALL students are successful.</p>
<p>Skillful Leaders: requires skillful leaders who develop capacity, advocate, and create support systems, for professional learning</p>	<p>Our Elementary ELA Curriculum Specialist meets monthly and works closely with the Reading Specialists and Instructional Coaches in each school. They have all already begun the LETRS training and two are LETRS Trainers. Four in the group are Acadience Mentors. This group analyzes data at the district and school levels to identify successes, needs and evidence-based practices to support schools, grades, classes, and individual students through professional learning opportunities.</p> <p>Weber school district has a team of grade-level teacher leaders, Curriculum Fellows, who are highly-trained and skilled in their grade and content. These Fellows create evidence-based curriculum resources, provide professional learning, and mentor individual teachers and teams. The K-2 fellows have already started the LETRS training.</p>
<p>Resources: requires prioritizing, monitoring, and coordinating resources for educator learning</p>	<p>WSD leadership team works together to identify district needs and provide evidence-based, data-driven, meaningful, support for teachers and students. They utilize the MTSS structure and ensure that all professional learning that takes place fits into this tiered structure. Schools utilize a self assessment tool to identify their strengths and needs in relationship to the MTSS assurances (which includes PLC processes). Schools are provided support in their goal areas and report and monitor their progress through their self-assessment.</p>
<p>Data: uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning</p>	<p>Data sources to determine professional learning include: Acadience Reading, Core Phonics, Standards-based common formative assessments, and teacher evaluation data. Acadience data is entered into a template by school Specialist or coach to identify school and grade-level needs. Goals are made by grade-level teams utilizing the data, shared with community council and monitored by school leadership.</p>
<p>Learning Designs: integrates theories, research, and models of</p>	<p>Individual Instructional Coaching and Team PLC time will be used to apply, implement and follow up with the LETRS professional learning. Goals will be</p>

human learning to achieve its intended outcomes	made during these sessions and monitored for student outcomes. Strategies will be evaluated utilizing the knowledge gained from LETRS training.
Implementation: applies research on change and sustains support for implementation of professional learning for long-term change	Teachers will be given an additional 20 minutes a day to work on professional learning goals that relate to their data. Teachers will share with their administrator which PL goals they are working on and where they are in the learning process (Learn, create, implement, results/reflect, share).
Outcomes: aligns with performance standards for teachers and school administrators; and performance standards for students as described in the core standards for Utah	Data will be analyzed and gathered by administrators, grade-level teams, specialists and coaches. Leadership teams will analyse the data and determine school wide needs and goals. Data will be shared with stakeholders in the community council.
Technology: 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.	LETRS is a blended learning model that includes individual reading and study, online videos and quizzes and in-person training. The Acadience training will include several options in person, videos, and a follow up online Q and A session which will also be recorded and housed on our district website. The Mathematical Conceptual professional learning will include articles, videos, and online live collaborative sessions. All of these resources will be available for easy access on the district website.

General Assurances: *Check all the boxes below.*

X **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.

X **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).

X **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).

X **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.

X **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.