

Valley Academy Public Board Meeting Agenda  
Sept 1, 2021 @ 3:30 pm  
539 N 870 W, Hurricane, UT 84737

The meeting will be available through Zoom. Anyone interested in participating via Zoom conferencing can email Miranda Kloos at [miranda@valleyacademycharter.com](mailto:miranda@valleyacademycharter.com) for call-in information.

1. Discussion and possible approval of the Early Learning Plan.
2. Closed session, if needed. **Utah Code 52-4-205(a)**.
3. Any action necessary from closed session
4. Adjourn

## EARLY LEARNING PLAN 2021-2022

LEA Name: Valley Academy Charter

Date of Expected Local Board Approval:

**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
<input type="checkbox"/> Low Income Program	\$	
<input type="checkbox"/> Guarantee Program	\$	

**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](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 <sup>[JC1]</sup>	Frequency	Grades	Evidence-based Curriculum/Strategies
Phonological Awareness	K: 10-20 min  1-3: 10 minutes	Daily	K-1, Specific skill PA  2,3 imbedded in spelling and in small groups as needed)	<ul style="list-style-type: none"> <li>• K-3 Spalding</li> <li>• Heggerty: Phonemic Awareness in Kindergarten</li> <li>• Heggerty: Phonemic Awareness in Young Children</li> </ul>
Phonics	30-40 minutes <sup>[JC2]</sup>	Daily	K-3	<ul style="list-style-type: none"> <li>• Grades: K-3 Core Phonics</li> <li>• Grades K-3 Spalding</li> </ul>
Fluency	20-30 minutes	Daily	K-3	<ul style="list-style-type: none"> <li>• Spalding: Learning to Read &amp; Loving it series</li> <li>• Oral Reading Fluency Assessment &amp; Practice-Spalding</li> </ul>
Vocabulary	30-40 Minutes <sup>[JC3]</sup>	Daily		Grades: K-3 Spalding <ul style="list-style-type: none"> <li>•</li> </ul>

Comprehension	20-60 minutes	Daily	K-3	Grades: K-3 Spalding-
Oral Language	10 minutes	Daily	K-3	● Grades: K-3 Spalding-
Writing	20-60 minutes <sup>[JC4]</sup>	Daily	K-3	Grades: K-3 Spalding

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 Valley Academy Charter Administrators, Classroom Teacher and Reading Specialist will follow a standard treatment approach aligned with the Acadience reading skills hierarchy for interventions. Using a standards treatment approach, the team will work to focus on category deficits and adjust not only student instruction, but teacher behaviors as well. The lowest category deficit will be targeted until the student has sufficient skills to move to the next highest category or move to more intense instruction in Tier 2 or 3. The following assessments will be used to determine student progress and needs: Keep Assessment USBE, Acadience Reading, Spalding PA- Phonics-Spelling-Comprehension and Student & Teacher Driven Writing Rubrics, Spalding Fluency Practice & Assessment.

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:**

Entry criteria for Tier 2 students will be based on the Progress Monitor Assessment score, administered every other week, that falls within the below benchmark range on the Acadience Reading assessment as well as the below benchmark score on the weekly Heggerty Phonemic Awareness assessments, Phonogram and spelling assessments. Students will then receive 30 Min/day of intervention or enrichment based on performance data for 150-160 days (5/days a week) taught by the Reading Specialist & Highly Trained Para Pros. In order to address Tier 2 student deficits language and reading skills are emphasized through instruction using Research Based multisensory, analytical strategies endorsed by the IDEA & IMSLEC as well as the LETRS Language Development practices. Teachers work with school intervention teams (certified specialists, special educators, and paraprofessionals) who will deliver systematic intensive, targeted instruction to students. Programs used include, Leveled Literacy Instruction, Heggerty Phonemic Awareness, Read Live and Florida State for Reading Research resources.

Kindergarten Teachers provide additional phonemic awareness instruction using the supplementary program: Heggerty Phonemic Awareness for Kindergarten.

Students will be progress monitored at least twice a month and will exit tier 2 interventions when they meet at/above benchmark 3 consecutive times as measured by Acadience Reading progress monitoring. Students in this group could also be recommended for Tier 3 interventions based on progress monitoring scores.

**Tier 3:** ● Entry criteria for Tier 3 students will be based on the Progress Monitor Assessment score, administered weekly, that falls within the well below benchmark range on the Acadience Reading assessment as well as the below benchmark point on the weekly Phonogram and spelling assessments. Students will then receive 30-60 Min/day of intervention or enrichment based on performance data for 150-160 days (5/days a week). In order to address Tier 3 student deficits language and reading skills are emphasized through instruction using Research Based multisensory, analytical strategies endorsed by the IDEA & IMSLEC. Teachers work with and support school intervention teams (certified specialists, special educators, and paraprofessionals) who will deliver systematic intensive, targeted instruction to students. Programs used include, Leveled Literacy Instruction, and Florida State for Reading Research resources as well as Core Phonics practice. Administrator, classroom teachers, reading specialist, reading coaches and special education teachers collaborate monthly to evaluate all students' testing data with emphasis on student progress in IEP's as well as PLC meetings. Instructional groups are continually re-aligned according to progress and needs and administered by Highly Trained Para Pros and Special Assistants. Students who score well below benchmark on the Acadience Reading assessment will be included in our Tier 3 groups and will stay there until they have shown growth to the at/above benchmark on progress monitoring and can exit to tier 2 instruction.

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.*

Early Literacy Funds are used to provide stipends or pay for substitutes for K-3 teachers, interventionist, and learning coaches so they can attend Charter School On-Site trainings.

District Trainings will include:

- LETRS Professional Learning for Literacy provided by the USBE based on District Midyear Pathway scores.
  - Reading Foundations Course: All new K-6 teachers will attend the Reading Foundations Course with 3 hr. Credit-45 hour Weber State University Graduate Course taught onsite.
  - Multi-Sensory Language Arts with a focus on Comprehension & Writing: All K-3 teachers will attend the Reading Foundations Course with 3 hr. Credit-45 hour Weber State University Graduate Course.
  - Weekly targeted literacy training for specific teacher/team needs
  - Scheduled classroom individual skills analysis coaching that includes specific reinforcements/refinements of instructor behavior based on skills mastery.

- All Para-Pros and Resource Personnel will attend bi-weekly Trainings in Specific Skill Intervention strategies based on VAC Early Literacy Plan.
- State & School Acadience Reading Data Analysis Training

USBE Professional Learning Opportunities when available

## SECTION B: EARLY MATHEMATICS

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

Valley Academy Charter School uses GoMath in K-3 grades.

### 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.	The math talk and the go deeper/ think smarter provides good opportunity for student discussion for deeper conceptual understanding.
<b>Procedural Fluency:</b> the meaningful, flexible, accurate, and efficient use of procedures to solve problems.	There are many real-world problem solving opportunities and it also provides multiple models of problem solving strategies based on the Utah Core. Group work will be used to facilitate flexible, accurate, efficient use of procedures. Memorization of facts will not be overly emphasized.
<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.	Use of the eight math practices that are part of the Utah Common Core as well as concrete models and drawings to support the strategies.
<b>Productive Disposition:</b> the ability to see mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.	Growth mindset, engaging activities, and real-world application is embedded in the program.

1. 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.

Valley Academy uses KEEP, RISE, and GoMath chapter and unit tests to determine effectiveness of Tier 1 instruction and to help identify student needs in Tier 2 and 3. The Valley Academy Charter Administrators, Classroom Teacher and Math Specialist will follow a standard treatment approach aligned with the Acadience Mathematics skills hierarchy for interventions. Using a standards treatment approach, the team will work to focus on category deficits and adjust not only student instruction, but teacher behaviors as well. The lowest category deficit will be targeted until the student has sufficient skills to move to the next highest category or move to more intense instruction in Tier 2 or 3. The following assessments will be used to determine student progress and needs: Keep Assessment USBE, Acadience Math, Go Math chapter assessments and classroom observation with proficiency tracking.

**2. 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:**

Math specialist, with the aid of the classroom teacher and/or paraprofessionals, will instruct the Tier 2 groups using supplemental materials from GoMath. These groupings occur during the school-day intervention time. Students are identified for this instruction based on their performance on formative assessments. Entry criteria for Tier 2 students will be based on the Acadience Math Progress Monitor Assessment score, administered every other week, that falls within the below benchmark range as well as the below benchmark score on the weekly Go Math assessments and quizzes. Students will then receive 15 Min/day of intervention or enrichment based on performance data for 150-160 days (5/days a week) taught by the Math Specialist & Highly Trained Para Pros. In order to address Tier 2 student deficits the Mathematical Component skills are emphasized through instruction using Research Based multisensory, analytical strategies endorsed by the IDEA & IMSLEC as well as the USBE approved math practices. Teachers will collaborate with school intervention teams and paraprofessionals who will deliver systematic intensive, targeted instruction to students.

Students will be progress monitored at least twice a month and will exit tier 2 interventions when they meet at/above benchmark 3 consecutive times as measured by Acadience Math progress monitoring.

Students who continue to show a deficit of up to 3 consecutive scores on Acadience Math Progress monitor assessment will be recommended for Tier 3 math interventions. Tier 2 student data will be tracked during regularly scheduled MTSS & PLC meetings.

**Tier 3:**

Entry criteria for Tier 3 students will be based on the Acadience Math Progress Monitor Assessment scores, administered weekly, that fall within the well below benchmark range as well as the below benchmark point on the weekly Go Math assessments. Students will then receive 30 Min/day of intervention or enrichment based on performance data for 150-160 days (5/days a week). In order to address Tier 3 student deficits Mathematical component skills are emphasized through instruction using Research Based multisensory, analytical strategies endorsed by the IDEA & IMSLEC as well as USBE recommendations of supplemental material including Go Math alternative material. Teachers work with and support school intervention teams (certified specialists, special educators, and paraprofessionals) who will deliver systematic, intensive, targeted instruction to students. Administrator, classroom teachers, math specialist, math coaches and special education teachers collaborate monthly to evaluate all students' testing data with emphasis on student progress in MTSS, IEP's as well as PLC

meetings. Instructional groups are continually re-aligned according to progress and needs. Students who score well below benchmark on the Acadience Math assessment and are included in our Tier 3 groups and will stay there until they have shown growth on 3 consecutive progress monitoring assessments. They will then exit to tier 2 instruction.

## 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 30, 2022 Valley Academy Charter School will increase the percentage of Kindergarten students at or above benchmark on the Acadience Reading composite from BOY to EOY by 16% by providing ongoing professional development and instructional coaching to all kindergarten teachers in using explicit phonemic awareness and phonics strategies and routines from the Skills Analysis Checklist aligned with Spalding. Using the Skills Analysis Checklist reinforcements and refinements will be evaluated as teachers and instructors work to perfect researched based practices in the classroom. In addition, all kindergarten teachers will be trained and coached as they implement Heggerty: Phonemic Awareness Kindergarten Tier 1 instruction. The intent of this is to reduce the percentage of students who do not master Phoneme Segmentation Fluency and Nonsense Word Fluency and on the Acadience Reading benchmark by the end of the year.

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

By May 30, 2022, Valley Academy Charter School will increase the percentage of first grade students at or above benchmark on the Acadience Reading composite from BOY to EOY by 15% , by providing ongoing professional development in Spalding MILA (Multisensory Instruction in Language Arts) 1 & 2. The intent of this professional development is to strengthen Tier 1 instruction for teachers with the knowledge to provide systematic, targeted evidence based instruction that aligns to students' diagnosed skill gaps as identified by Acadience Reading. Students who have scored below and well below proficient in these skill areas will receive additional instruction in small groups by teachers, interventionists, and/or paraprofessionals. These students will have goals set and be progress monitored to ensure they are receiving instruction that supports their literacy needs in order to decrease the overall number of students not making sufficient progress to maintain proficiency by the end of the year,

General Assurances: *Check all the boxes below.*

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

XThe Early Learning Plan must be submitted in Utah Grants along with local board approval minutes no later than September 1 by 5 p.m.

XThe 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:

<input checked="" type="checkbox"/> <b>Early Literacy</b> <input type="checkbox"/> P <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	<input type="checkbox"/> <b>Early Mathematics</b> <input type="checkbox"/> P <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input 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 an evidence-based, comprehensive professional learning opportunity being provided for K-3 teachers, coaches, and school leaders. LETRS is targeted and aligns with a deep knowledge of the science of reading and has proven outcomes. LETRS is delivered over a 2-year period that consists of 8 professional learning sessions and online coursework that includes a job-embedded Bridge to Practice implementation piece. Coaches and leaders are included to support implementation and long-term change. LETRS has proven outcomes in Mississippi and has been reviewed in ESSA for Evidence.

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).

LETRS is aligned with all tier 1, core instructional components in the Early Literacy section of our plan and supports all students including those with identified needs and/or intervention. The learned skills and strategies can be used to ensure that classroom instruction matches each students' personalized needs. LETRS is aligned with our local goals that currently address our performance gaps in student literacy data and provides specific skills and strategies for improving student outcomes.

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

LETRS improves teacher, coach, and school leader knowledge and effectiveness while ensuring student achievement and improvement through feedback and monitoring. Fidelity to implementation will be key to ensuring improvement in Acadience Reading scores in grades 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>LETRS provides collaboration with a national facilitator through 8 face-to-face or virtual end of unit professional learning days. The LETRS course of study that helps educators master the content and promotes collaboration among participants and colleagues around principles of effective reading, language, and literacy instruction. Having K-3 teachers and coaches as part of this professional learning helps to build a collective responsibility, shared purpose, and mutual accountability. Building leaders are creating supportive conditions by participating in LETRS for Admin.</p>
<p><b>Skillful Leaders:</b> requires skillful leaders who develop capacity, advocate, and create support systems, for professional learning</p>	<p>LETRS Professional Learning provides a sustainable model for all teachers with additional support in the science of reading. LETRS ensures that every teacher is supported by highly knowledgeable national facilitators that can provide further personalized support for educators throughout this ongoing, job-embedded professional learning experience. By including coaches and administrators in this professional learning opportunity we will be building a mentor and support system within our LEA.</p>
<p><b>Resources:</b> requires prioritizing, monitoring, and coordinating resources for educator learning</p>	<p>LETRS Professional Learning provides equitable access of knowledge and resources to move the learning forward for teachers, coaches, and leaders participating in the professional learning opportunity. LETRS resources consist of print manuals, online unit instruction with learning activities and video modeling, learning resources for the participants attending face-to-face or virtual end of unit professional learning sessions. These funds are effectively prioritizing teacher professional learning around early literacy</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>LETRS provides educators and leaders with the knowledge needed to collaborate, gather, analyze, and interpret various literacy assessments that are used to guide instruction and improve student outcomes in the Utah Core Standards-foundational skills (phonological awareness, phonics, fluency, comprehension, and writing). Teachers, coaches, and administrators will use this knowledge to analyze Acadience Reading data, make informed decisions around instruction to meet the state growth goal and our local literacy goals.</p>
<p><b>Learning Designs:</b> integrates theories, research, and models of human learning to achieve its intended outcomes</p>	<p>LETRS professional learning builds upon the prior knowledge learned in teacher preparation courses and methodically addresses the systems of language and literacy instruction. Through the LETRS Bridge to Practice, teachers implement learned practices through explicit, job-embedded activities with individual students and in the classroom setting. Teachers also reflect upon these practices through journal entries and participation in</p>

	<p>PLCs. Coaches and leaders will be able to provide follow-up and feedback to provide support and monitor the practice to promote the skills and strategies learned in LETRS.</p>
<p><b>Implementation:</b> applies research on change and sustains support for implementation of professional learning for long-term change</p>	<p><b>LETRS professional learning includes a Bridge to Practice component that provides supportive risk taking and ongoing reflection of these new strategies to support continuous improvement in practice. Coaches and administrators will participate in LETRS professional learning to provide ongoing support and help educators apply and implement the instructional strategies in the classroom.</b></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><b>With the focus on increasing student learning, LETRS professional learning provides educators with the deep knowledge of the science of reading that is needed to provide high quality instruction to students in the Utah Core Standards-foundational skills of phonological awareness, phonics, vocabulary, fluency, comprehension, and writing. LETRS provides teachers, coaches, and administrators with the knowledge of how to analyze student data and outcomes to provide the personalized instruction to each student.</b></p> <p><b>Outcomes for LETRS participants can be measured through pre and post assessment data at the end of each unit. These data are included in the LETRS database system. These assessments measure the level of knowledge on the science of reading prior to and after training.</b></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><b>LETRS Professional Learning offers engaging online coursework that includes video modeling, interactive activities, Bridge to Practice instructions, and virtual support. The online coursework enhances the learning that participants will engage in with the print materials. The Bridge to Practice activities allow teachers to implement the learning immediately in their classrooms while having coaches available to provide follow-up and feedback. The online platform allows for access to the professional learning in a personalized way.</b></p>

**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.

**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.

Draft