



Educator Support & Development Services

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October 26, 2018

Dr. Martin W. Bates, Superintendent
Granite School District
2500 South State Street
Salt Lake City UT 84115-3110

Dear Dr. Bates:

The Utah State Board of Education requires that the Granite School District Board of Education approve the school improvement plan for Kennedy Jr. High. I request that the Board approve the plan as a consent agenda item at the November 13, 2018, Board of Education meeting. Attached to this letter is a copy of that plan.

Sincerely,

Rick Anthony
Assistant Superintendent
Educator Support and Development Services

Appendix 3-A: School Improvement Plan Template

At a Glance

Date of Plan: 10/02/2018 State Turnaround/Title I Status: Turnaround Cohort 2

School Name: John F. Kennedy Junior High School Address: 4495 S 4800 W, West Valley City, UT 84120

Principal: Mary Basso Contact Information: mkbasso@graniteschools.org

LEA: Granite School District Superintendent/Charter Director: Martin W. Bates

LEA Liaison/Contact: Ed Direction LEA Liaison Title: School Turnaround Partner

Board Chair: Terry Bawden

Charter Authorizer: N/A

Lisa Brown teacher *LBrown* *10-15-18*
Gordana Barakfaren teacher
 School Leadership Team and SST Members Responsible for this Plan: *GBrown* *10-15-18*

Name	Position	Signature	Date
<i>Karyn Winder</i>	Granite School Board Member	<i>Karyn Winder</i>	<i>10/9/18</i>
<i>Christie Rasmussen</i>	Community Council Member	<i>Christie Rasmussen</i>	<i>10/9/18</i>
<i>Andrew Anthony</i>	KJH Teacher/Leadership team	<i>Andrew Anthony</i>	<i>10/9/18</i>
<i>Brenda Shamo</i>	Community Council	<i>Brenda Shamo</i>	<i>10/9/18</i>
<i>Mary Basso</i>	Principal	<i>Mary Basso</i>	<i>10-11-18</i>
<i>Sherril Lay</i>	SPED Dept. Chair	<i>Sherril Lay</i>	<i>10/12/18</i>
<i>Glenneth Peral</i>	SCIENCE Dpt. Chair	<i>Glenneth Peral</i>	<i>10/12/18</i>
<i>Sarah Allan</i>	Science Teacher	<i>Sarah Allan</i>	<i>10/12/18</i>

School Vision:

Indicator(s)	Data Source	Baseline Data	Y1 Target	Y2 Target
Goal 1: "SAGE assesses both content and skills. It is important to attend to both the skills needed as well as the content identified in the core. Depth of Knowledge levels 1 and 2 were predominantly used. Levels 3 and 4 need greater attention during instruction. Content and language objectives should include both content and skills necessary to demonstrate proficiency (level 3) in core standards."				
1. Professional Learning Communities	PLC meeting observations and notes	Fall 2018 surveys and interviews	Data or artifacts of learning at 3 out of 4 meetings per month.	Data and student artifacts of learning at every PLC meeting
2. Lesson plan feedback	Lesson plans, state assessment results	Fall 2018 surveys and interviews	Teachers consistently submit weekly lessons plans	Teachers consistently submit daily lesson plans

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Goal 2: "Content and skills instruction need to match Utah State Core requirements. Potential gaps in textbooks/curriculum exist. Teachers need to identify primary and supplementary materials that support their identified content and language objectives."				
1. Quarterly instructional planning	Instructional framework templates, PLC notes and observations, classroom observations	Fall 2018 surveys and interviews	Each PLC has an Instructional Framework for Q2, Q3 and Q4	Each PLC implements a high-quality Instructional Framework for Q1, Q2, Q3 and Q4
2. Professional learning on backwards design	KJHS master calendar, instructional framework templates, & state assessment results	Fall 2018 interviews and surveys	Monthly professional learning on components of the instructional framework	Differentiated professional learning plan
Goal 3: "Students need to be actively engaged in learning. Instructional groupings and effective instructional strategies that maximize student engagement are required."				
1. Evidence-based instructional strategies	Classroom observations, lesson plans	Fall 2018 interviews and classroom observations	45% active student engagement	60% active student engagement
2. Small group instruction	PLC meeting notes, classroom observations	Fall 2018 interviews, surveys, and classroom observations	Teachers use assessments to group student and provide intervention/extension bi-weekly	Teachers use exit tickets to group students and provide intervention/extension as needed
Goal 4: "Explicit instruction must be based on the identified core standards, with the instructional design and content aligning to the posted content and language objectives."				
1. Collaborative lesson study	Meeting observations, teacher reflection, lesson plans, & classroom observations	Fall 2018 classroom observations	Core teams conduct quarterly lesson studies	All teams conduct monthly lesson studies
2. Collaborative Coaching	Coaching logs, teacher reflection, lesson plans, & classroom observations	Fall 2018 interviews, surveys, and observations	All teachers engage in coaching with an administrator or Ed Direction coach	Teachers engage in collaborative coaching with their peers

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Step 2: Assess Needs

Document the work completed in Step 2: Assess Needs.

1. Check all data sources that were used to inform the ratings on the *Needs Assessment Rubrics*:

- 2.
- | | |
|---|--|
| <input checked="" type="checkbox"/> Human resource records re: turnover | <input checked="" type="checkbox"/> Compiled teacher observation |
| <input checked="" type="checkbox"/> data State assessment results | <input checked="" type="checkbox"/> Local assessment results |
| <input checked="" type="checkbox"/> High school graduation rates | <input checked="" type="checkbox"/> Compiled culture survey data |
| <input checked="" type="checkbox"/> Student attendance data | <input checked="" type="checkbox"/> Behavior/discipline data |
| <input checked="" type="checkbox"/> Policies and procedures | <input checked="" type="checkbox"/> Curriculum documents |
| <input checked="" type="checkbox"/> Agendas, meeting notes | <input checked="" type="checkbox"/> Compiled leadership survey |
| data Other (please specify): | |

3. Describe how the needs assessment, including the root cause analysis, was conducted and by whom.

1. Observer Tab in Spring 2018
2. Ed Direction in Fall 2018

4. How was stakeholder input solicited and used in the needs assessment process?

- Pre and post teacher surveys
- Student surveys
- Student focus group
- Parent focus group
- Staff focus group
- Teacher interviews
- Administration interviews

5. List the top priorities identified through the needs assessment/root cause analysis process.

1. "SAGE assesses both content and skills. It is important to attend to both the skills needed as well as the content identified in the core. Depth of Knowledge levels 1 and 2 were predominantly used. Levels 3 and 4 need greater attention during instruction. Content and language objectives should include both content and skills necessary to demonstrate proficiency (level 3) in core standards."
2. "Content and skills instruction need to match Utah State Core requirements. Potential gaps in textbooks/curriculum exist. Teachers need to identify primary and supplementary materials that support their identified content and language objectives."
3. "Students need to be actively engaged in learning. Instructional groupings and effective instructional strategies that maximize student engagement are required."
4. "Explicit instruction must be based on the identified core standards, with the instructional design and content aligning to the posted content and language objectives."

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Priority 1: SAGE assesses both content and skills. It is important to attend to both the skills needed as well as the content identified in the core. Depth of Knowledge levels 1 and 2 were predominantly used. Levels 3 and 4 need greater attention during instruction. Content and language objectives should include both content and skills necessary to demonstrate proficiency (level 3) in core standards.

Strategy 1.1: If teachers routinely review student performance data in content teams, then they will be able to gauge the depth of student learning, and teachers will be able to provide targeted remediation and extension to ensure students demonstrate proficiency in core standards.

Strategy Performance Measures

Indicator	Data Source	Baseline	Y1 Target	Y2 Target
Evidence of PLC data analysis	Meeting observation tool, PLC meeting notes	Fall 2018 interview and survey responses	Data or artifacts of learning at 3 out of 4 meetings per month.	Data and student artifacts of learning at every PLC meeting
Evidence of remediation and extension	Meeting observation tool, PLC meeting notes	Fall 2018 interview and survey responses	Teams collaboratively identify students who need remediation or extension	Teams collaboratively plan for remediation and extension
Student learning	State assessment results	Spring 2018: ELA – 18% Math – 17%	ELA - 24% Math – 22%	ELA - 30% Math – 26%

Milestone 1.1.1: Students identified for remediation or extension

Actions	Outputs	Timeline	Resources	Person Responsible
Create teacher teams by content and grade level	List of teacher teams	Fall 2018	Staff list with courses	Mary Basso, Ed Direction
Set expectations for reviewing student performance data	Professional learning community agenda	Fall 2018	PLC agenda, time/place to meet regularly	Mary Basso, Ed Direction
Model how to review student performance data	Professional learning session on reviewing student data	Winter 2018	PLC agenda, sample data	Mary Basso

Milestone 1.1.2: Teacher teams collaboratively plan how to address gaps in student learning

Actions	Outputs	Timeline	Resources	Person Responsible
Teachers engage in weekly professional	PLC meeting notes	Ongoing	PLC Agenda, time/place to meet regularly	Mary Basso

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learning communities				
Monitor and support professional learning communities	PLC meeting notes, facilitator debrief notes	Ongoing	PLC Agenda, time/place to meet regularly	Mary Basso, Ed Direction, GSD Systems Coaches

Strategy 1.2: If school leaders systematically provide teachers with feedback on their lesson plans, then teachers will learn to better align their instruction to core standards, and students will engage in activities that explicitly prepare them to be successful on state assessments.

Strategy Performance Measures

Indicator	Data Source	Baseline	Y1 Target	Y2 Target
Regular submission of lesson plans	Teacher lesson plans	Fall 2018 observations and interviews	Teachers consistently submit weekly lessons plans	Teachers consistently submit daily lesson plans
High-quality content and language objectives	Teacher lesson plans	Fall 2018 observations and interviews	All lesson plans include content and language objectives	All lesson plans include high-quality content and language objectives specific to that day's lesson
Student learning	State assessment results	Spring 2018: ELA – 18% Math – 17%	ELA - 24% Math – 22%	ELA - 30% Math – 26%

Milestone 1.2.1: Content and language objectives in teachers' lesson plans are aligned to the Core

Actions	Outputs	Timeline	Resources	Person Responsible
Create lesson planning template and establish expectations	Lesson Planning template	Fall 2018	Lesson plan template	Mary Basso, Ed Direction
Provide examples of content and language objectives that are aligned to the Core	Sample content and language objectives	Ongoing, starting Fall 2018	Sample content and language objectives	Ed Direction
Give teachers feedback on content and language objectives	Content and language objectives that are aligned to core standards	Ongoing	Lesson plan template	Mary Basso, Ed Direction

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Milestone 1.2.2: Instruction is aligned to the content and skills students need to master core standards

Actions	Outputs	Timeline	Resources	Person Responsible
Model how to align instruction with objectives	Model lesson plan	Fall 2018	Sample lesson	Mary Basso, Ed Direction
Provide examples of lesson plans in various content areas	Sample lesson plans	Spring 2018	Sample lessons	Ed Direction
Provide teachers feedback on lesson plans	Aligned lesson plans	Ongoing	Lesson plan template	Mary Basso, Ed Direction

Priority 2: Content and skills instruction need to match Utah State Core requirements. Potential gaps in textbooks/curriculum exist. Teachers need to identify primary and supplementary materials that support their identified content and language objectives.

Strategy 2.1: If teachers plan quarterly objectives, assessments, and instruction collaboratively in content and grade-level teams, they will be able to strategically select learning tasks that are aligned to the identified content and language objectives, and students will engage in instruction that prepares them to master core standards.

Indicator	Data Source	Baseline	Y1 Target	Y2 Target
High-quality instructional plans for each quarter	Instructional Framework template	Fall 2018 interviews and surveys	Each PLC has an Instructional Framework for Q2, Q3 and Q4	Each PLC implements a high-quality Instructional Framework for Q1, Q2, Q3 and Q4
Evidence of Common Formative Assessments	PLC observations and notes	Fall 2018 interviews, surveys, and PLC observations	PLCs use Common Formative Assessments at least twice per month	Teams use common formative assessments every week
Aligned learning tasks	Lesson Plans, classroom observations	Fall 2018 classroom observations	80% of lesson plans are clearly aligned to core standards	100% of lesson plans are clearly aligned to core standards

Strategy Performance Measures

Milestone 2.1.1: Teacher teams create quarterly plans for Q2, Q3, and Q4

Actions	Outputs	Timeline	Resources	Person Responsible
Set clear expectations	Instructional Framework planning timeline	Starting Fall 2018	Instructional Framework template	Mary Basso

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Create Instructional Framework samples	Instructional framework samples	Fall 2018	Instructional Framework template, Utah core standards	Mary Basso
Provide collaborative planning time	Content, grade-level planning time	Ongoing	Friday early release	Mary Basso

Milestone 2.1.2: Teachers reflect on their instruction using their student performance data

Actions	Outputs	Timeline	Resources	Person Responsible
Teachers engage in weekly team planning	Collaboratively planned Instructional Framework	Ongoing, starting Fall 2018	Instructional framework template, library for collaborative planning	Mary Basso
Monitor and support instructional framework planning	Team meeting notes, facilitator debrief notes	Ongoing	Planning agenda, time/place to meet regularly	Mary Basso, Ed Direction, GSD Systems Coaches

Strategy 2.2: If school leaders provide professional learning and coaching on backwards design, teachers will be better equipped to select aligned curricular materials, and students will have the opportunity to engage in instruction that prepares them to master core standards.

Student Performance Measures

Indicator	Data Source	Baseline	Y1 Target	Y2 Target
Strategic professional learning plan	Kennedy JHS master calendar	Fall 2018 interviews and surveys	Monthly professional learning on components of the instructional framework	Differentiated professional learning plan
High-quality instructional plans for each quarter	Instructional Framework template	Fall 2018 interviews and surveys	Each PLC has an Instructional Framework for Q2, Q3 and Q4	Each PLC implements a high-quality Instructional Framework for Q1, Q2, Q3 and Q4
Student learning	State assessment results	Spring 2018: ELA – 18% Math – 17%	ELA - 24% Math – 22%	ELA - 30% Math – 26%

Milestone 2.2.1: Deliver professional learning on the Instructional Framework

Actions	Outputs	Timeline	Resources	Person Responsible
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Create a plan for professional learning	Professional learning calendar	Completed by November 1 st	GSD calendar	Mary Basso, Ed Direction
Deliver professional learning	Quarterly Instructional framework completed with fidelity	Ongoing	Professional learning materials, sample instructional frameworks	Mary Basso, Ed Direction
Monitor and adjust professional learning based on needs	Feedback on quarterly plans	Ongoing	Professional learning materials, sample instructional frameworks	Mary Basso, Ed Direction

Milestone 2.2.2: Lessons include activities are aligned to the Core.

Actions	Outputs	Timeline	Resources	Person Responsible
Observe instruction	Observation notes	Ongoing	Observation template	Administrators, Ed Direction
Provide teachers with Feedback	Feedback template	Ongoing	Lesson plans, feedback form	Administrators, Ed Direction
Provide collaborative coaching	Teachers reflect and adjust instruction	Ongoing	Reflection template, feedback forms	Ed Direction

Priority 3: Students need to be actively engaged in learning. Instructional groupings and effective instructional strategies that maximize student engagement are required.

Strategy 3.1: If teachers utilize evidence-based instructional strategies in their daily instruction, then they will maximize opportunities for students to make their learning visible, and students will be actively engaged in their learning.

Strategy Performance Measures

Indicator	Data Source	Baseline	Y1 Target	Y2 Target
Student engagement	Classroom observations	Fall 2018 classroom observations	45% active student engagement	60% active student engagement
Engaging learning tasks	Lesson Plans	Fall 2018 classroom observations	Teachers plan activities to intentionally maximize student engagement	Lesson plans include both teacher and student actions
Student learning	State assessment results	Spring 2018: ELA – 18% Math – 17%	ELA - 24% Math – 22%	ELA - 30% Math – 26%

Milestone 3.1.1: Teachers implement common, school-wide active student engagement strategies

Actions	Outputs	Timeline	Resources	Person Responsible
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Appendix 3-A: School Improvement Plan Template

Select school-wide student engagement strategies	Professional learning materials	November 2018	Research on active student engagement	Mary Basso, Ed Direction, leadership team
Create scope and sequence for professional learning	Professional learning calendar	December 2018	GSD calendar	Ed Direction, leadership team
Facilitate professional learning	Professional learning sessions on active student engagement	Jan 2018 – May 2019	Professional learning materials	Leadership team, Ed Direction

Milestone 3.1.2: Individualized active student engagement strategies

Actions	Outputs	Timeline	Resources	Person Responsible
Select Active Student Engagement strategies	List of strategies	May 2018	Research on active student engagement	Leadership team, Ed Direction
Facilitate Professional learning	Professional learning sessions on active student engagement	Fall 2019	Professional learning resources	Ed Direction, leadership team
Coach teachers to select individualized strategies for their classrooms	Specific strategies for each individual teacher	August 2019 – May 2020	Professional learning resources, coaching agendas	Ed Direction, Mary Basso

Strategy 3.2: If teachers effectively and systematically utilize small group instruction, then they will be able to provide effective interventions and extensions, and students will have increased opportunities and support to demonstrate mastery of core standards.

Strategy Performance Measures

Indicator	Data Source	Baseline	Y1 Target	Y2 Target
Students needing intervention and extension identified	PLC meeting notes	Fall 2018 interviews and surveys	Teachers use assessments to group students for intervention and extension at least biweekly	Teachers routinely use exit tickets to group students for intervention and extension
Evidence of intervention and extension	Classroom observations	Fall 2018 classroom observations	Teachers provide intervention and extension at least biweekly	Teachers use small group instruction to provide intervention and extension as needed

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Student learning	State assessment results	Spring 2018: ELA – 18% Math – 17%	ELA - 24% Math – 22%	ELA - 30% Math – 26%
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Milestone 3.2.1: Teachers use assessments to identify groups for intervention

Actions	Outputs	Timeline	Resources	Person Responsible
Set expectations for data analysis in PLCs	Data analysis protocol	November 2018	Ed Direction protocol library	Mary Basso, Ed Direction
Facilitate professional learning on data analysis	Professional learning session	Winter 2018	Professional learning materials, PL time	Ed Direction
Provide coaching for PLCs	Feedback on PLC meetings	Ongoing	Meeting observation tool	Administrators, Ed Direction, GSD Systems coaches

Milestone 3.2.2: Teachers fluidly use small groups or whole group instruction for intervention and extension as needed

Actions	Outputs	Timeline	Resources	Person Responsible
Set expectations for intervention and extension	Looking at student work protocols	Spring 2019	Ed Direction protocol library, education research	Mary Basso, Ed Direction
Facilitate professional learning on small group instruction	Professional learning session	Winter 2018	Professional learning materials, PL time	Katherine Hommes, Mary Basso, Ed Direction
Provide coaching for PLCs	Feedback on PLC meetings	Ongoing	Meeting observation tool	Administrators, Ed Direction, GSD Systems coaches

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Priority 4: Explicit instruction must be based on the identified core standards, with the instructional design and content aligning to the posted content and language objectives.

Strategy 4.1: If teacher teams engage in collaborative lesson study, teachers will learn how to better align their instruction to the core, and students will have clarity around how the tasks they engage in connect with posted content and language objectives.

Strategy Performance Measures

Indicator	Data Source	Baseline	Y1 Target	Y2 Target
Engagement in collaborative lesson study	Meeting observations, teacher reflection	n/a	Core teams conduct quarterly lesson studies	All teams conduct monthly lesson studies
Aligned learning tasks	Lesson Plans, classroom observations	Fall 2018 classroom observations	80% of lesson plans are clearly aligned to core standards	100% of lesson plans are clearly aligned to core standards
Student learning	State assessment results	Spring 2018: ELA – 18% Math – 17%	ELA - 24% Math – 22%	ELA - 30% Math – 26%

Milestone 4.1.1: Administrators and coaches facilitates lesson study with teacher leaders

Actions	Outputs	Timeline	Resources	Person Responsible
Draft process and expectations for lesson study	Lesson study overview and expectations	Spring 2019	Ed Direction lesson study materials	Ed Direction, Mary Basso
Train leadership team	Professional learning session for leadership teams	Spring 2019	Ed Direction lesson study materials	Ed Direction, Mary Basso
Monitor and provide feedback	Feedback on lesson study debriefs	Ongoing	Observation template	Ed Direction, Administrators

Milestone 4.1.2: Teacher leaders facilitate lesson study for their teacher teams

Actions	Outputs	Timeline	Resources	Person Responsible
Establish structures and expectations	Lesson study plan, calendar, and overview	Fall 2019	GSD calendar, lesson study materials	Mary Basso, Ed Direction
Train all staff on lesson study	Professional learning session for teachers	Fall 2019	Professional learning materials	Leadership team, Ed Direction
Monitor and provide feedback to teacher leaders	Feedback on lesson study debriefs	Ongoing	Observation template	Ed Direction, Administrators

Strategy 4.2: If school leaders provide collaborative coaching to teachers, then teachers will gain confidence in effectively implementing Explicit Instruction, and students will engage in lessons that are intentionally structured to support mastery of posted content and language objectives.

Strategy Performance Measures

Appendix 3-A: School Improvement Plan Template

Indicator	Data Source	Baseline	Y1 Target	Y2 Target
Teacher engagement in collaborative coaching	Coaching logs, teacher reflection	Fall 2018 interviews and surveys	Teachers engage in collaborative coaching once a month	Teachers engage in coaching, with an Ed Direction coach, school leader, or peer, twice per month
Aligned learning tasks	Lesson Plans, classroom observations	Fall 2018 classroom observations	80% of lesson plans are clearly aligned to core standards	100% of lesson plans are clearly aligned to core standards
Student learning	State assessment results	Spring 2018: ELA – 18% Math – 17%	ELA - 24% Math – 22%	ELA - 30% Math – 26%

Milestone 4.2.1: Teachers engage in collaborative coaching with an administrator or Ed Direction coach

Actions	Outputs	Timeline	Resources	Person Responsible
Create collaborative coaching norms and expectations	Collaborative coaching overview and calendar	Fall 2018	Ed Direction coaching resources	Ed Direction, Mary Basso
Train leadership team in collaborative coaching	Professional learning session for leadership team	Fall 2018	Ed Direction coaching resources	Ed Direction, Mary Basso
Facilitate goal-setting for all teachers	Individualized instructional goals for all teachers	Fall 2018	Goal-setting protocol	Ed Direction, Mary Basso

Milestone 4.2.2: Teachers engage in collaborative coaching with their peers

Actions	Outputs	Timeline	Resources	Person Responsible
Create structures and expectations for peer coaching	Peer coaching overview and calendar	Fall 2019	Ed Direction peer coaching resources	Ed Direction, Mary Basso
Train peer coaches	Professional learning for teacher leaders	Fall 2019	Ed Direction peer coaching resources	Ed Direction, Mary Basso
Monitor and provide feedback to peer coaches	Feedback on peer coaching debrief sessions	Ongoing	Meeting observation template	Ed Direction, Mary Basso