

Clark County School District
Supplemental School Performance Plan
2022–2023

Purpose

The Supplemental School Performance Plan (SSPP) is completed by school principals to guide the implementation of a comprehensive, systematic, and continuous school improvement process in direct alignment with the *Goals* and in support of the *Improvement Strategies* in the School Performance Plan (SPP) to increase student achievement. The SSPP focuses on continuous school improvement and support and services. Principals engage in differentiated support, including professional learning, coaching, and direct modeling of highly effective leadership actions. The [Teaching and Learning Expectations School Assessment of Tier I Instruction](#) may be used as a support throughout the process.

Directions

Refer to the school's SPP *Improvement Strategies* aligned to each *Goal* and record the highest-leverage *Improvement Strategies* for each of the three *Goals*. Determine specific leadership and staff actions that must occur to support successful implementation of the *Improvement Strategy*. Evidence of the *Improvement Strategy* will be collected utilizing three main types of evidence, including classroom observation, Professional Learning Communities (PLC) observation, and/or the Tier I Instruction Monitoring Tool data. Evidence noted as *Other* may be used as a source of evidence only within certain parameters approved by the principal supervisor. After the evidence has been recorded and analyzed, the principal completes *Adjustments* and makes mid-course corrections for the following quarter, as necessary. The *Principal Supervisor Monitoring/Follow Up* will be completed by the principal supervisor.

School	Kathleen and Tim Harney Middle School	Region	3
Principal	Phongsavanh Skvarek	Supervisor	Dr. Reece Oswalt

Student Success School Goal	Students will engage with the posted Tier I learning tasks.
Student Success Improvement Strategy	Harney Middle School will implement a variety of professional development that will help teachers deliver to students the purpose and intentions of the learning tasks.
Adult Learning School Goal	Teachers will use content specific pacing guides to purposely plan Tier I instruction.
Adult Learning Culture Improvement Strategy	Harney Middle School will increase the consistency and structure of Instructional Leader and PLC meetings.
Connectedness School Goal	Harney Middle School will decrease the number of major behavior incidents, specifically fighting and bullying, and Racially Motivated Incidents.

Connectedness Improvement Strategy	Harney Middle School will implement the PBIS rewards program and restorative justice practices to promote positive behavior on campus and decrease the number of major incidents that occur.
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Quarter 1						
High-Leverage Student Success Action Step	Leadership Actions What and Who	Date Completed	Staff Actions What and Who	Date Completed	Evidence of Student Success Action Step and Date	Principal Supervisor Monitoring/Follow Up
					Classroom Observation PLC Observation Tier I Instruction Monitoring Tool Data Informal Observations	
Adjustments						
High-Leverage Adult Learning Culture Action Step	Leadership Actions What and Who	Date Completed	Staff Actions What and Who	Date Completed	Evidence of Adult Learning Culture Action Step and Date	Principal Supervisor Monitoring/Follow Up

					Classroom Observation PLC Observation Tier I Instruction Monitoring Tool Data	
Adjustments						
High-Leverage Connectedness Action Step	Leadership Actions What and Who	Date Completed	Staff Actions What and Who	Date Completed	Evidence of Connectedness Action Step and Date	Principal Supervisor Monitoring/Follow Up
					Classroom Observation PLC Observation Tier I Instruction Monitoring Tool Data	
Adjustments						

Quarter 2						
High-Leverage Student	Leadership Actions	Date	Staff Actions	Date	Evidence of Student Success	Principal Supervisor

Success Action Step	What and Who	Completed	What and Who	Completed	Action Step and Date	Monitoring/Follow Up
					Classroom Observation PLC Observation Tier I Instruction Monitoring Tool Data Walkthroughs	
Adjustments						
High-Leverage Adult Learning Culture Action Step	Leadership Actions What and Who	Date Completed	Staff Actions What and Who	Date Completed	Evidence of Adult Learning Culture Action Step and Date	Principal Supervisor Monitoring/Follow Up
					Classroom Observation PLC Observation Tier I Instruction Monitoring Tool Data	
Adjustments						
High-Leverage	Leadership Actions	Date	Staff Actions	Date	Evidence of Connectedness	Principal Supervisor

Connectedness Action Step	What and Who	Completed	What and Who	Completed	Action Step and Date	Monitoring/Follow Up
					Classroom Observation PLC Observation Tier I Instruction Monitoring Tool Data	
Adjustments						

Quarter 3						
High-Leverage Student Success Action Step	Leadership Actions What and Who	Date Completed	Staff Actions What and Who	Date Completed	Evidence of Student Success Action Step and Date	Principal Supervisor Monitoring/Follow Up
Students will be able to identify where the daily posted learning intentions are located during each class period that are aligned to NVACS (teacher plans it, teacher posts it and students engage with it).	The Administration Team will analyze classroom implementation of Professional Learning with teachers to establish posted learning intention, purpose and expectation through informal	January 23, 2023-throughout 2nd semester	All Teachers will post aligned learning intentions on their board and CANVAS during each lesson. Instructional Leaders will address actions within their	January 23, 2023-throughout 2nd semester	Classroom Observation PLC Observation Tier I Instruction Monitoring Tool Data	2-4 X Per Month 2/7/23 Professional Learning already completed. PL to following for shift from what/how to learning intentions-Jan 23rd-March 10th. Add to classroom walkthrough to include learning

	classroom walkthroughs. Administration will collect and analyze behavior data that resulted in SWI. Administration will collaborate with EDE and ESD Office to launch Restorative Justice Partnerships to address behaviors resulting in SWI by incorporating restorative practices: In-House Suspension and STAR-ON.		departments.			intentions, purpose, and expectations. Link PLC folder. 2/16/23 Still need to link documents-walked with Lindsay. Will follow up next week 2/24/23 Reviewed classroom observation data. Lots of room for improvement based upon initial data.
Adjustments						
High-Leverage Adult Learning Culture Action Step	Leadership Actions What and Who	Date Completed	Staff Actions What and Who	Date Completed	Evidence of Adult Learning Culture Action Step and Date	Principal Supervisor Monitoring/Follow Up

Math department to Utilize content-specific pacing guides to design lessons and ensure instruction is aligned to the standards and support mastery of standards. Within the delivery of daily Tier I instruction, purposefully plan the Math whole group explicit Instruction which supports the gradual release model of I do, we do, you do together, and you do.	Administration team, strategists, Carnegie Rep, Equity and Diversity and teachers.	January - ongoing during Q3	Teachers will review common assessment (ELA, MATH and SCIENCE) results. Identify strengths and needs to determine mid-course corrections. ELA, Math, Science teachers Administration team, strategists, Carnegie rep.	Ongoing End of Unit for common assessments Monthly	Classroom Observation PLC Observation Tier I Instruction Monitoring Tool Data Lesson Plans	2-4 X Per Month 2/7/23 Math teachers attended PL at JD Smith in January Link PLC folder PL for gradual release complete. Link lesson plan access if possible. 2/15/23 continuing with Carnegie 2/24/23 Reviewed lesson plans in Curriculum Engine to determine progress. Consider adding I do, we do, you do together, and you do to lesson plan procedure. Reviewed PLC docs to review evidence of pacing guides
Adjustments						
High-Leverage Connectedness Action Step	Leadership Actions What and Who	Date Completed	Staff Actions What and Who	Date Completed	Evidence of Connectedness Action Step and Date	Principal Supervisor Monitoring/Follow Up
Staff will be trained on	Administration will	January 23-	Administration and		FocusED	2-4 X Per Month

Progressive Discipline and Restorative Practices. Create an RJP School Team (admin, counselors, social worker, nurse, CCSDPD, and teachers).	develop a plan to train staff on Progressive Discipline and Restorative Practices. Administration will send out a survey for volunteers to form the RJP School Team. Administration team, counselors, social workers, nurse, CCSDPD, strategists, Carnegie Rep, Equity and Diversity and teachers.	ongoing Q3	counselors will collect and analyze discipline data from FocusEd and IC.	Ongoing	Infinite Campus	
Adjustments						

Quarter 4						
High-Leverage Student Success Action Step	Leadership Actions What and Who	Date Completed	Staff Actions What and Who	Date Completed	Evidence of Student Success Action Step and Date	Principal Supervisor Monitoring/Follow Up
Students will be able to fully explain the	Administration will monitor and	March 21, 2023- May	All Teachers will post aligned	March 21, 2023- May	Classroom Observation	2-4 X Per Month

learning intentions and articulate the learning goal of the lesson to their peers using student friendly language. Staff will train students to develop mentoring programs through the Ignite Program.	analyze the consistency of all teachers posting the learning intention, purpose and expectations through Curriculum Engine, Canvas, and classroom walk-through data. Administration will then analyze the above-mentioned and refocus as needed for the 2023-24 school year. Administration will analyze, refocus and implement Restorative Justice Practices after collecting and analyzing root causes of the behavior incidents from Datalab (IC) and classroom observations: Tardies, Unacceptable School Behavior,	22, 2023	learning intentions on their board and CANVAS during each lesson. Instructional Leaders will address actions within their departments.	22, 2023	PLC Observation Tier I Instruction Monitoring Tool Data	
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	Insubordination, Classroom Disruption, Fighting and Bullying. Administration will analyze the effectiveness of the Restorative Justice Partnerships on behaviors that resulted in SWI: STARON and In-House Suspensions. Administration will continue to collaborate with EDE and ESD Office to launch Restorative Justice Partnerships to address student disruptions. PDs for Progressive Discipline and other behavior interventions Administration, counselor, social					
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	worker, teacher and students.					
Adjustments						
High-Leverage Adult Learning Culture Action Step	Leadership Actions What and Who	Date Completed	Staff Actions What and Who	Date Completed	Evidence of Adult Learning Culture Action Step and Date	Principal Supervisor Monitoring/Follow Up
Teachers will utilize content-specific pacing guides to design lessons and ensure instruction is aligned to the standards and support mastery of standards. Within the delivery of daily Tier I instruction, purposefully plan the whole group explicit Instruction which supports the gradual release model of I do, we do and you do.	Administration, IL/DC's and teachers will develop a plan to ensure implementation based on analysis.	March 21, 2023- May 22, 2023	Teachers will review common assessment (ELA, MATH and SCIENCE) results. Identify strengths and needs to determine mid-course corrections. ELA, Math, Science teachers Administration team, strategists, Carnegie rep.	March 21, 2023- May 22, 2023 End of Unit for common assessments Monthly	Classroom Observation PLC Observation Tier I Instruction Monitoring Tool Data	2-4 X Per Month
Adjustments						
High-Leverage Connectedness Action Step	Leadership Actions What and Who	Date Completed	Staff Actions What and Who	Date Completed	Evidence of Connectedness Action Step and Date	Principal Supervisor Monitoring/Follow Up

Staff will implement strategies and knowledge gained from the training of Progressive Discipline from Q3. Increase RJP School Team members Staff will implement the mentoring programs for the 2023-24 Ignite team.	Administration, IL/DC's and teachers will develop a plan to ensure implementation based on analysis.	March 21, 2023- May 22, 2023	Administration and counselors will collect and analyze discipline data from FocusEd and IC.	March 21, 2023- May 22, 2023	FocusED Infinite Campus	2-4 X Per Month
Adjustments						