



One Team, One Goal: Making CCSD #1forkids ENTRY PLAN FIRST 90 DAYS

**Jesus F. Jara, Ed.D
Superintendent**



The Clark County School District is governed by a seven-member Board of Trustees:

- Deanna L. Wright, President, Clark County School District, District A
- Carolyn Edwards, Vice President, Clark County School District, District F
- Lola Brooks, Clerk, Clark County School District, District E
- Linda P. Cavazos, Member, Clark County School District, District G
- Kevin L. Child, Member, Clark County School District, District D
- Chris Garvey, Member, Clark County School District, District B
- Dr. Linda E. Young, Member, Clark County School District, District C

Introduction

The Clark County School District (CCSD) is the fifth-largest school district in the nation serving over 322,000 students and employing over 39,000 staff members. CCSD serves students in urban, suburban, and rural areas in over 360 schools across Clark County. In recently released data, CCSD celebrated success in the latest National Assessment of Educational Progress (NAEP) scores. CCSD also celebrated an increase in Advanced Placement participation and performance. Magnet Schools and Career and Technical Academies in CCSD are some of the best in the nation as highlighted in recently released data.

As the new Superintendent, it is crucial for me to create and establish a formal entry plan as we begin to work together to ensure the best quality of instruction in all our classrooms. The listening phase of this plan began immediately following my selection as Superintendent on May 2, 2018. As I complete the listening and learning phase, I will quickly move to the leading and action phase of the plan. The swift transition is important so we move forward to accelerate the momentum for all our children in the District.

As I told the Board of School Trustees during my interview, I am not coming to CCSD with a set plan to impose on the community. Before we, as a governance team, work together to address the needs of the community, I need to finalize the learning phase of my entry plan. As I continue to meet with the community, here are some of the questions I will be asking:

- *How do the Board of School Trustees and community measure success?*
- *How close is CCSD to realizing our goals?*
- *What are the challenges that must be addressed to actualize our vision — both short and long term?*
- *Do all stakeholders share a common belief and understanding of the District's path forward?*

As the new Superintendent, I must address the above questions and many others in order to ensure that Clark County School District is on the path to becoming the Nation's Model Urban District and the number one district for kids.



Phases of Entry Plan

Phase I—Pre-entry: (Listening and Learning)	May 3 - June 29, 2018
Phase II—Entry: (Listening, Learning and Leading)	July 1 - September 28, 2018
Phase III—Development of Action Plan	October 1 - December 3, 2018

At the end of the 90 days, I will provide a presentation at a Board meeting outlining my findings and ideas about our status on the Pledge of Achievement (CCSD's current strategic plan). Depending on the outcome of the listening sessions, I will recommend one of the following: refresh our Pledge of Achievement, realign the Pledge of Achievement, or re-start with a new strategic plan. We will align our work in a cohesive and efficient manner to meet the needs of our students and continue to implement Assembly Bill (AB) 469.

Listening and learning will encompass the majority of Phase I and the early part of Phase II. These meetings will consist of numerous conversations with constituents across our community. For example, individual meetings with Trustees, the retiring superintendent, internal leadership team members, direct reports, external groups, labor union leadership, families, teachers, and principals. Each group's input is critical.

Leading will take the remaining time of Phase II as we will begin to conceptualize the Action Plan to be delivered to the Board of School Trustees and the Clark County community at the end of the calendar year. The Action Plan will be completed in Phase III. It will highlight Governance Policies and provide our vision, mission, and core beliefs as well as a Theory of Action. The Action Plan will become the Executive Staff's guiding document for our focused efforts at continuous improvement.

It should be noted that the work of entry occurs simultaneously with the responsibility of operating the school district. The duties of day-to-day operations and problem solving will be in full force while entry takes place.

A schedule of the Superintendent's meetings and specific activities is being constructed to assist successful completion of each goal stated below. Copies will be shared with the Trustees. The items below are not listed in a specific priority; the work will happen simultaneously.



Initial Focus Goals

A. Focus on Governance Structure and Partnership

1. Join with the Trustees as a cohesive governance team with a singular agenda focused on improving the achievement of all students through adoption and implementation of the Balanced Governance policies.
2. Ensure appropriate communication protocols between the Trustees and Superintendent.

First Year Indicators:

- Bi-weekly meetings with individual Trustees
- Bi-weekly meetings with Board President to set meeting agenda
- Consistent and efficient Board business meetings
- Monthly Board of Trustees update on all divisions

Monitoring Strategy:

- Monthly strategic updates during Board meetings
- Verbal survey of individual Board members

B. Focus on Student Achievement

1. Raise expectations for all students
2. Conduct deep review of curriculum alignment to standards, professional development and assessment
3. Conduct deep review of curriculum and programs, especially for student populations not meeting success (subgroups)
4. Identify chronically underperforming schools and initiate root-cause analysis
5. Conduct a deep review of implementation of English Language Learners (ELL) Master Plan
6. Conduct a deep review of Gifted and Talented Education (GATE)
7. Determine what methods are currently used to monitor student achievement

First year Indicators:

- Increase kindergarten readiness measures
- Increase third grade reading scores
- Increase the number of high-school courses offered in middle school
- Increase Advanced Placement (AP)/International Baccalaureate (IB) participation and performance for all students to mirror population
- Increase college readiness and graduation rate

Monitoring Strategy:

- Walkthrough data from Pre-K centers/elementary school visit
- Master schedules from all secondary schools
- Assessment data for college readiness assessment (ACT/AP/PSAT)
- Reports on counseling support for students
- Monthly principal data meetings



C. Focus on Human Capital

1. Review employee evaluation system
2. Strengthen collaborative relations with labor unions
3. Fully staff every classroom by first day of school
4. Invest in ongoing teacher professional development
5. Create a process for common understanding of quality instruction
6. Review process for Professional Learning Communities and collaborative team meetings in every school
7. Review and/or develop succession planning and leadership pipeline

First Year Indicators:

- Align collective bargaining agreements (CBA) with AB469
- Visit at least 45 schools (and observe classroom instruction) by the end of the first marking period
- All instructional positions will be filled first day of school
- Increase the number of teachers attending professional development
- Increase the number of school-based administrators attending professional development on monitoring rigorous classroom instruction
- Increase number of schools using Common Planning Time
- Recruit and retain high-performing principals in chronically low-performing schools

Monitoring Strategy:

- Bi-weekly update on number of instructional vacancies
- Communication of expectations to principals
- Associate Superintendents' monthly monitoring reports

D. Focus on Efficient Operations and Finance

1. Align budget and operation decisions to District priorities
2. One-on-one reviews with all department heads
3. Assess cross-functional capacity and begin to establish key metrics and customer service goals
4. Review operational systems (Transportation/Food Service)
5. Review operational systems (Facilities/Technology/Human Resources)
6. In-depth review of all federal programs

First Year Indicators:

- Decrease operational costs to drive more funding to the classroom
- Increase breakfast and lunch meal participation
- Improve operational efficiencies in Facilities/Transportation/Food Services

Monitoring Strategy:

- Quarterly review of Operations/Finance indicators against the Council of the Great City Schools averages.

E. Focus on Organizational Capacity and Alignment

1. Communicate expectations to all schools
2. Conduct a retreat with senior staff to review impact of department strategic plans, improvement plans, or metric documents for each division
3. Review anticipated administrative vacancies across the District
4. Discuss leadership team structures, protocols, and practices
5. Outline communication protocol and decision making with executive staff

First Year Indicators:

- Schools will see improvement in support provided by District staff
- District staff will align department support to District strategic plan and develop monitoring tools
- Produce a revised organizational chart to support schools and strategic plan

Monitoring Strategy:

- Monthly review of strategy implementation
- Monthly principal meetings
- Survey feedback



F. Focus on Engagement and Community Support

1. Seek to understand the culture, history, and expectations of the entire community
2. Proactive outreach to all stakeholders, particularly those underrepresented in public engagement
3. Enhance relationships with outside groups
4. Develop a clear focus on openness and transparency in all communication systems and protocols used to communicate both internally and externally

First Year Indicators:

- Call key leaders (business leaders, philanthropists, and elected officials), introduce myself, and begin to build relationships. This includes State Board of Education officials, State Superintendent, Legislative leaders, and the Governor's point person on education.
- Record videos to send to all employees and community
- Meet with key leaders across Clark County with respective Trustee

Monitoring Strategy:

- Completion of "Java with Jara" listening tour by the end of October 2018
 - ◆ 100 meetings with elected officials, business and community leaders, and other stakeholders
 - ◆ 100 school visits, engaging with administrators, teachers, support staff, students, and families

My First Day Through the First Day of School

My first day in the office was Tuesday, June 19, 2018. I met with all Trustees on June 19 and June 20. Additional appointments have been placed on my calendar.

During my first week, I have been meeting with retiring Superintendent Pat Skorkowsky, union leaders, and key community members. I will also visit schools that are open for summer school and hold teacher roundtables. A Communication plan will also be shared with the Board of Trustees.

The governance team will meet together with Michael Casserly, Executive Director of the Council of the Great City Schools, on August 2, 2018, (Board Retreat) to establish roles and responsibilities of the newly selected governance team.

In August, I will attend the planned Back-to-School events and the scheduled new teachers meeting.

On the first day of school, I will visit a variety of schools throughout CCSD. This will be an important day to meet with faculty, staff, volunteers, students, and families. I will meet with senior staff at the end of the day to evaluate the quality of opening day activities, making any needed adjustments and improvements.

Culmination of the Plan

Upon successful completion of the activities in this plan, I will report to the Board of School Trustees a summary outlining findings at a Board meeting. The public updates will allow for the community to learn more about the direction of the school district. This will enable the Trustees/Superintendent team to create, revise, and/or adjust the direction of the District and modify the individual and District goals and the Superintendent's evaluation.

CCSD 

CLARK COUNTY

SCHOOL DISTRICT

BOARD OF SCHOOL TRUSTEES

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