The Board’s vision for the District – strategic imperatives identified by the Board in E-2: Student Learning

The Board identifies the following strategic imperatives for student learning:

Academic Excellence (SI-1)
Literacy across all subject areas Pre-K through 12th grades

Engagement (SI-2)
Family, student, community and employee engagement in learning

School Support (SI-3)
Focused support, preparation, training and resources for staff in the schools

Clarity and Focus (SI-4)
Fiscal and data transparency, accountability and strategic oversight

Board evaluation of the Superintendent and his implementation of the vision

The Board directs the Superintendent to:

- Develop Strategic Imperatives, Pledge of Achievement, and other support strategies,
- identify work streams,
- define measurement indicators, and
- devise tracking and reporting protocols,

which, upon approval by the Board, serve as Appendix A to this policy.

1. Develop Strategic Imperatives, Pledge of Achievement, and other support strategies to serve as an overarching pathway to increasing student learning. They provide the steps to attain the goals and are measured through progress on the data dashboard as described in number 3 below of the Appendix A. Strategic Imperatives, Pledge of Achievement, and other support strategies ensure that resources are aligned toward the achievement of the identified goals. As the work is accomplished, the Strategic Imperatives, Pledge of Achievement, and other support strategies will be examined for effectiveness and modifications will be made as needed.
After gathering input from the Trustees, families, and the community, the following seven focus (FA) areas were outlined:

Proficiency (FA-1)
Academic Growth (FA-2)
Achievement Gaps (FA-3)
College and Career Readiness (FA-4)
Value/Return on Investment (FA-5)
Disproportionality (FA-6)
Family/Community Engagement and Customer Service (FA-7)

The focus areas will be emphasized by implementing the following support strategies:

**Proficiency, Academic Growth, Achievement Gaps, and College and Career Readiness**

- Provide teachers in tested grades (3rd-10th) high-quality professional development in instructional practices using the new Nevada Academic Content Standards (NVACS) and Next Generation Science Standards (NGSS).
- Develop individual student growth targets for year-over-year improvement following the baseline data years of 2014-2015 and 2015-2016.
- Provide professional development to ensure high-quality early childhood education literacy programs Pre-K-3rd.
- Provide educators the opportunity to share proven practices at principal/faculty meetings.
- Provide professional development on Response to Instruction (RTI), ensuring staff has the skills to differentiate instruction to meet student needs.
- Utilize multiple data sources to identify students in need of additional time and support and ensure that these students are provided the necessary level of assistance within the RTI process.
- Provide research-based professional development leading to cultural competency knowledge, indicating that staff has the skills that equip them to meet the learning needs of a diverse student population.
- Develop a broad-based English Language Learner (ELL) strategic plan for elementary, middle and high school.
- Ensure every student has a high-quality teacher licensed in the applicable area.
- Identify and implement research-based practices on English Language Acquisition (ELA) strategies that increase the proficiency of ELL students and students with language difficulties to ensure literacy for all by third grade.
• Provide administrators with high-quality, content-specific professional development that aligns to the Nevada Educator Performance Framework (NEPF).
• Provide an inclusive environment for students.
• Implement a balanced assessment program that minimizes time spent conducting assessments and maximizes instructional time.
• Provide graduate mentors to students at risk of dropping out.
• Foster an expectation that every student enrolled in Advanced Placement (AP) classes will take the AP exams.
• Ensure AP teachers participate in AP institutes.
• Increase number of AP courses offered with consistency across high schools.
• Expand opportunities in Career and Technical Education (CTE) for students to complete a program of study.
• Utilize technology tools to foster student learning and engagement.
• Expand opportunities for blended learning environments within the schools.
• Increase partnerships with colleges and universities that provide high school students with better access to advanced learning opportunities.
• Increase partnerships with the business community that provide students with better access to community-based instruction/internships.
• Develop and implement districtwide grading practices that are consistent and accurately reflect student competency by the 2016-2017 school year.
• Implement a memorandum of understanding between the Nevada System of Higher Education and the Clark County School District (CCSD) to provide CCSD with specific feedback regarding students requiring remediation.

**Value/Return on Investment**
• Develop a system for linking funding per program with achievement data.
• Utilize project planning and monitoring.
• Identify and share effective practices.
• Align resource expenditures to focus areas and strategic imperatives.
• Refine the system that evaluates programs for efficiency and effectiveness with an emphasis on usage and data.
Disproportionality
- Provide high-quality professional development for administrators and licensed staff on cultural competency.
- Identify and address issues and possible barriers to hiring for specific needs.
- Implement the Heightening Opportunities and Providing Enhanced Education (HOPE²) accepted project recommendations.
- Develop a comprehensive plan for diversity recruitment.
- Expand implementation of a second-grade screener for gifted and talented education.
- Use a variety of methods to identify students to enroll in advanced courses.

Family/Community Engagement and Customer Service
- Develop family trainings that focus on district initiatives supporting student success.
- Develop a family university and encourage family participation.
- Provide professional development for principals related to effective family and community engagement.
- Ensure consistent implementation of the essential pillars for family involvement as referenced in District Policy 1140 Parent Involvement.
- Conduct a needs assessment at every school to determine school-specific and districtwide opportunities for business, government, and nonprofit agencies to provide research-proven achievement solutions for students.
- Asset map all organizations and services currently provided to schools and include the student outcomes as a result of these partnerships.
- Establish the School-Community Partnership Office as the central repository for managing, stewarding and recruiting all volunteers, business, government and nonprofit partners.
- Define value of partnerships.
- Develop a districtwide customer service strategic plan and create a professional development model to ensure best practices training for District staff.
- Conduct independent surveys to measure community satisfaction with schools.
- Create and implement a system for collecting real-time feedback, addressing opportunities and providing swift responses.
- Ensure consistent implementation of anti-bullying programs and practices in all schools and work environments.
2. Identify Work Streams
In response to the strategic imperatives identified in E-2: Student Learning, the Superintendent has identified six key Work Streams to support and meet the vision of the Board. They are Achievement, People, Results, Opportunity, Innovation, and Community.

Achievement
Primary focus areas: Proficiency; Academic Growth; Achievement Gaps; College and Career Readiness

People
Primary focus areas: Proficiency; Disproportionality

Results
Primary focus areas: Value; Family/Community Engagement

Opportunity
Primary focus areas: Achievement Gaps; Disproportionality

Innovation
Primary focus areas: Academic Growth; Value

Community
Primary focus areas: College and Career Readiness; Family/Community Engagement

3. Define Measurement Indicators, and Devise Tracking and Reporting Protocols
As part of a pledge of transparency to the Board and the community, the Superintendent and his/her leadership team have developed a “data dashboard” that spans five years and sets ambitious targets to assess progress made in student learning.

All six of the goals in the data dashboard reflect the vision outlined in the Board’s Vision, Strategic Imperatives, Pledge of Achievement, and other support strategies developed when the District collected input from 3,000 employees and community members.

This data dashboard incorporates key indicators used nationally to assess student achievement such as graduation rates and third-grade literacy. It also includes areas of focus emphasized by the Board such as parent engagement and student safety.
Yearly targets were developed by looking at comparable data in other urban school districts. The goal is to set targets that are ambitious but possible to attain to ensure the District is continuously improving.

The data dashboard goals are as follows:

<table>
<thead>
<tr>
<th>Goal</th>
<th>2012-2013</th>
<th>2013-2014 Target</th>
<th>Strategic Imperatives</th>
<th>Focus Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL #1: Increase Grade 3 proficiency rates in reading.</td>
<td>59.1%</td>
<td>80%</td>
<td>Academic Excellence</td>
<td>Proficiency</td>
</tr>
<tr>
<td>GOAL #2: Reduce the overall achievement gap percentage points in</td>
<td>Math Gap</td>
<td>Math Gap</td>
<td>Proficiency</td>
<td></td>
</tr>
<tr>
<td>elementary and middle school between the highest-performing and</td>
<td>17.4 ES</td>
<td>5 ES</td>
<td>Academic Achievement Gaps</td>
<td></td>
</tr>
<tr>
<td>ethnic/racial subgroups.</td>
<td>20.2 MS</td>
<td>16 MS</td>
<td>Disproportionality</td>
<td></td>
</tr>
<tr>
<td>GOAL #3: Increase the percentage of students graduating each year.</td>
<td>71.5%</td>
<td>82%</td>
<td>Academic Excellence</td>
<td>Proficiency</td>
</tr>
<tr>
<td>GOAL #4: Increase percentage of parents reporting that they have</td>
<td>88.67%</td>
<td>93%</td>
<td>Engagement</td>
<td></td>
</tr>
<tr>
<td>been informed regarding their child’s progress and feel welcome at</td>
<td></td>
<td></td>
<td>Family/Community Engagement</td>
<td></td>
</tr>
<tr>
<td>school. (parent survey data)</td>
<td></td>
<td></td>
<td>and Customer Service</td>
<td></td>
</tr>
<tr>
<td>GOAL #5: Increase the number of students who feel safe and happy at</td>
<td>81.10%</td>
<td>93%</td>
<td>Engagement</td>
<td></td>
</tr>
<tr>
<td>school. (student survey data)</td>
<td></td>
<td></td>
<td>Family/Community Engagement</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>and Customer Service</td>
<td></td>
</tr>
<tr>
<td>GOAL #6: Increase the number of students completing Advanced Placement</td>
<td>26,059</td>
<td>31,580</td>
<td>Academic Excellence</td>
<td></td>
</tr>
<tr>
<td>(AP) and Career and Technical Education (CTE) courses each year.</td>
<td></td>
<td></td>
<td>College and Career Readiness</td>
<td></td>
</tr>
</tbody>
</table>

Board of School Trustees

CLARK COUNTY SCHOOL DISTRICT
The Superintendent will outline progress made on the goals in each of his yearly evaluations with the Board, and he/she will hold his leadership team accountable for progress toward the goals in their yearly evaluations.

The Superintendent will make all data open and transparent to the public, including data broken down by individual schools.