THE DESTINATION DISTRICT

CLARK COUNTY SCHOOL DISTRICT STRATEGIC PLAN 2026 – 2031

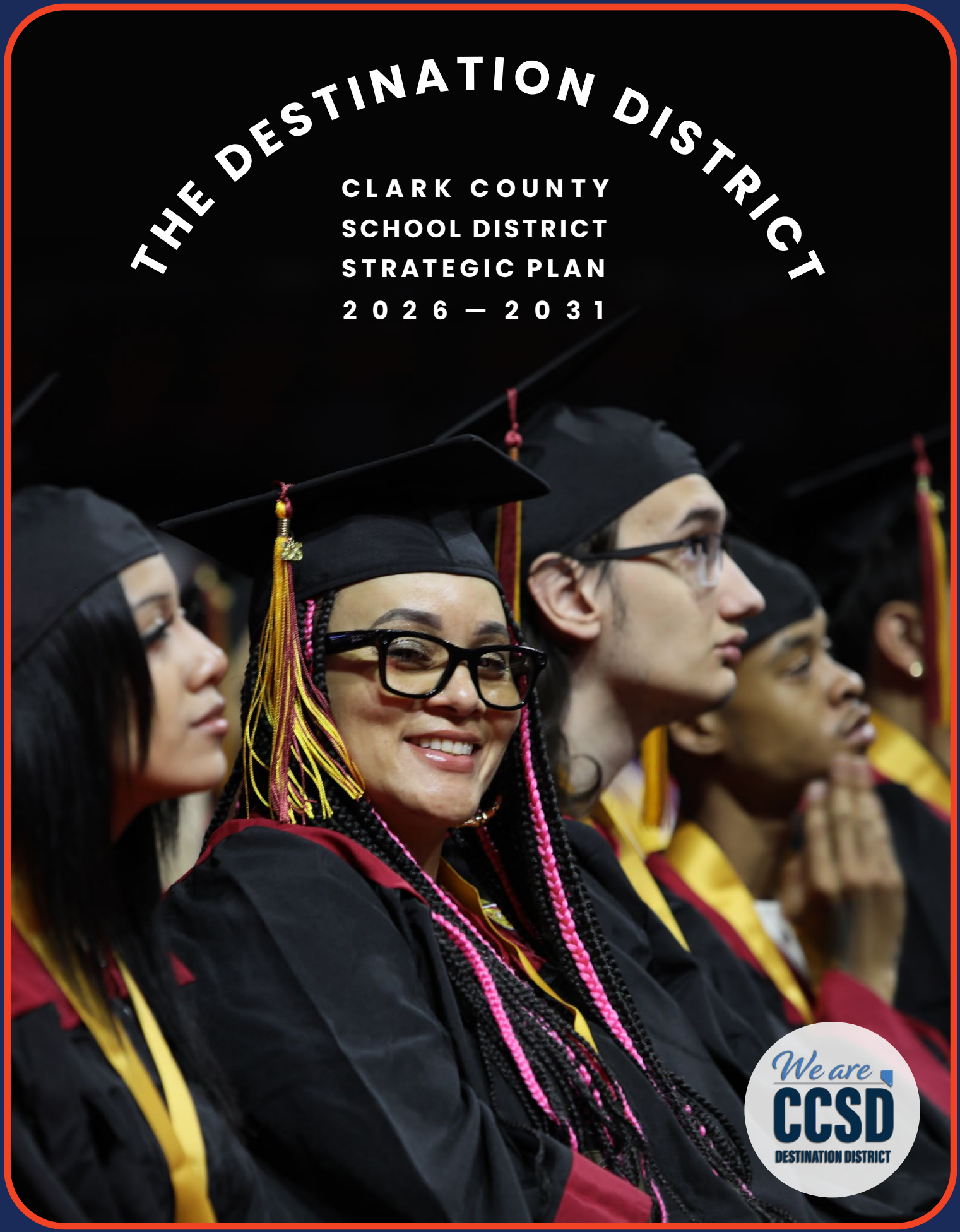


TABLE OF CONTENTS

LETTER FROM SUPERINTENDENT EBERT 5

ABOUT CCSD 7

OUR PROCESS 8

BUILDING ON OUR MOMENTUM 10

DESTINATION DISTRICT: THE PATH FORWARD 13

OUR PRIORITIES

- PRIORITY 1: ACADEMIC EXCELLENCE 15
- PRIORITY 2: CAREER-CONNECTED LEARNING AND DURABLE SKILLS 18
- PRIORITY 3: SAFE AND SUPPORTIVE SCHOOLS 20

HOW WE WILL STAY ACCOUNTABLE 23

HOW WE WILL MEASURE 25

APPENDIX 34





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LETTER FROM SUPERINTENDENT EBERT

DEAR CCSD COMMUNITY,

Now is our time to become the **Destination District**, a place that Clark County students, families, and educators choose because they know what is possible here.

For years, our District's story was defined by population growth. We struggled to build enough schools and hire enough teachers to staff our classrooms. As we face enrollment shifts in Nevada and around the nation–and as the world around us continues to change in ways we cannot fully predict–we have a unique opportunity to refocus from "keeping up" to **designing and delivering excellence.**

We are investing in students, providing more individualized support and opportunities, and welcoming them onto beautiful, safe campuses.

I owe an enormous thank you to all of you. Over the past few months, you helped us co–design this strategic plan. You stepped up in record numbers, including **48,000** survey participants, **1,000** community session attendees, and over **100** expert interviews.

YOUR VOICES DEFINED OUR THREE COMMITMENTS:

Academic Excellence: Above all, we must accelerate improvements in students' proficiency in reading, math, and essential skills students need to reach their full potential.

Career–Connected Learning and Durable Skills: Every student must graduate aware of their skills and confident in their chosen pathway to the workforce, college, military service, or community impact.

Safe and Supportive Schools: Learning environments must be safe, vibrant, and future–ready. Our students, employees, families, and community partners must feel valued and welcomed.

These priorities are not just about our schools—they are about the future of Southern Nevada. A strong school system fuels a strong community, preparing the workforce, strengthening our economy, and ensuring our region continues to grow and thrive.

Our educators and students have fought hard to increase proficiency across all grade levels throughout CCSD. We have the momentum, and our community has helped to set an ambitious vision. This plan outlines the data–driven goals and strategies needed to achieve our shared vision and hold ourselves accountable along the way.

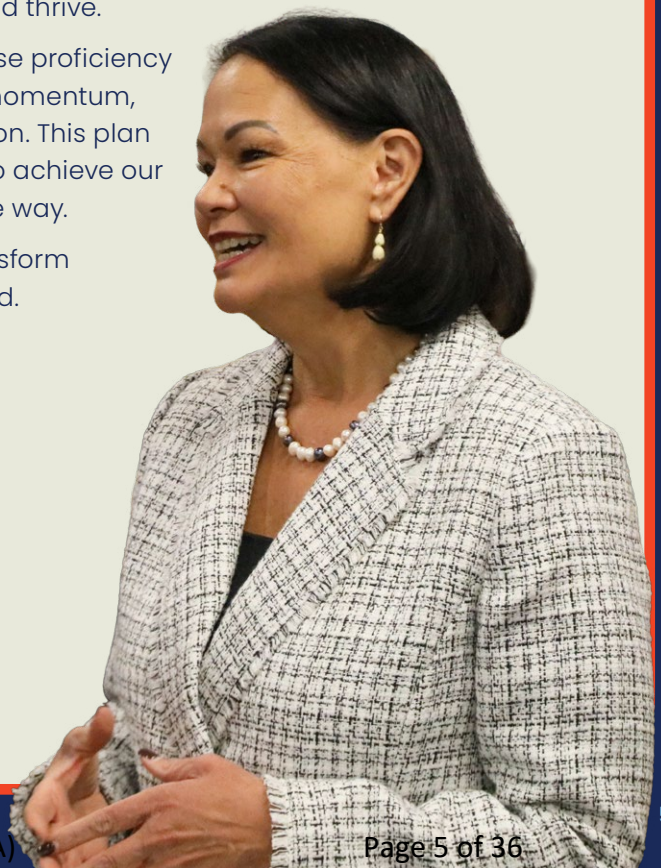
Please find your place in the plan and join us as we transform CCSD into the Destination District that makes us all proud.

WE ARE READY FOR THE DESTINATION.



Warmly,

Jhone Ebert
Superintendent of Schools







ABOUT THE CLARK COUNTY SCHOOL DISTRICT

A STRONG CCSD MAKES A STRONGER SOUTHERN NEVADA

As the largest school district in Nevada and the fifth-largest in the nation, CCSD plays a vital role in shaping the future of Southern Nevada. When CCSD is strong, Southern Nevada is stronger—supporting a thriving workforce, a growing economy, and a community where people want to live, work, and build their future. The size and scale of our District brings both significant responsibility and unique opportunity. Each day, we serve students and families across a vast and diverse community by providing the essential services, supports, and strong foundation for learning they depend on.

42.7 MILLION MEALS served annually to fuel student growth.

AMERICA'S LARGEST DISTRICT–OPERATED BUS FLEET, transporting over 122,000 students daily across 20 million miles per year and more than 1,500 bus routes.

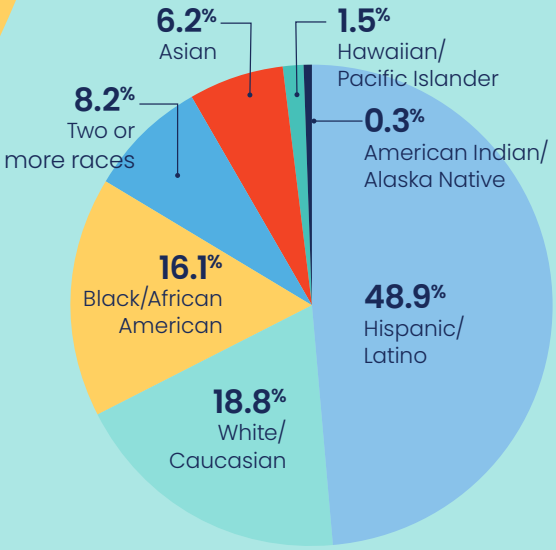
OUR COMMUNITY AT A GLANCE

288,326 STUDENTS

44,288 EMPLOYEES

(including over 19,500 licensed educators)

OUR VIBRANT STUDENT BODY

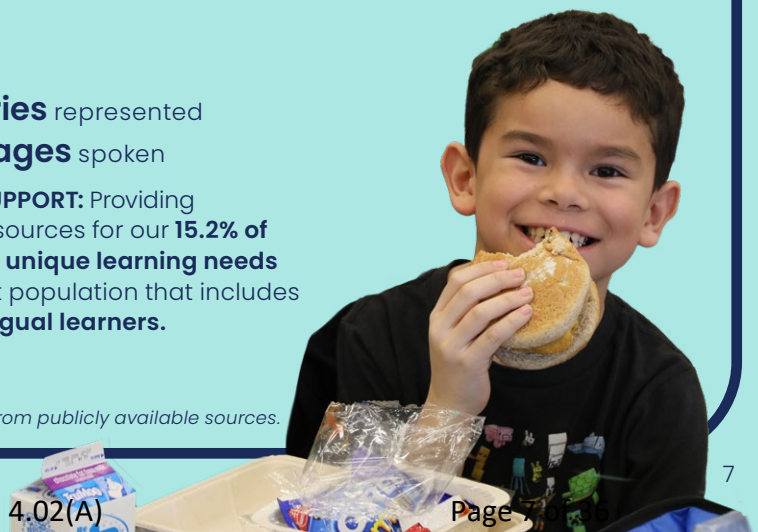


OFFERING HIGH-QUALITY OPTIONS FOR STUDENTS AND FAMILIES*

54,000+	Students enrolled in Career and Technical Education programs of study
1	Central Technical Training Academy
45	Magnet Schools and Career and Technical Academies
100+	Magnet programs throughout our schools
20,000+	Dual enrollment courses taken by students
5	Dual enrollment partnerships with Nevada System of Higher Education institutions
17.2M	College-credit equivalents earned through qualifying AP exam scores
11	International Baccalaureate programs

133 countries represented
114 languages spoken

DEDICATED SUPPORT: Providing specialized resources for our **15.2% of students with unique learning needs** and a student population that includes **15.8% multilingual learners.**



**Data presented reflects the most recently available school year, compiled from publicly available sources.*

OUR PROCESS:

CO-DESIGNING OUR PLAN TO BECOME THE DESTINATION DISTRICT

A COMMUNITY-LED DESIGN PROCESS

To create this plan, we first listened to the people who call Southern Nevada home. We reached across our community to understand your experiences, perspectives, and hopes for the future of CCSD. This process was the most ambitious community engagement effort in the District's history.

WHAT WE HEARD

You told us that CCSD has dedicated educators and bright spots across the District that you deeply value. At the same time, we heard concerns that the District has been under-resourced. You said:

- There are uneven academic outcomes, and too much variation from school to school
- Students want school to feel relevant and to graduate feeling prepared to succeed in this changing world, where advances in technology are reshaping how we work, learn, and live
- Families and community partners want clearer communication from CCSD and our schools, opportunities to meaningfully engage, and transparency
- CCSD also faces real obstacles that make progress challenging, including low school funding in Nevada, chronic absenteeism, one of the shortest instructional days in the nation, declining enrollment, and systems that can be confusing and hard to navigate

Also - we heard hope. You said the District is listening, and that you see the progress in academic achievement and graduation rates that our employees and students have worked so hard to achieve.

BECOMING THE DESTINATION DISTRICT

Presented to the Board on May 14, 2026, this plan marks a defining moment in CCSD's journey to become the Destination District—a place Clark County students, families, and educators choose because they know what is possible here.

OUR PROCESS:

CO-DESIGNING OUR PLAN TO BECOME THE DESTINATION DISTRICT

STUDENT & COMMUNITY CONVERSATIONS

Sept 2025 - Jan 2026

Over 120 students and community members engaged through the Superintendent's Student Advisory Council and Trustee Community Engagement Meetings

DESTINATION DISTRICT SURVEY

Nov 2025

48K participants

63% of participants were students

Offered in 130+ languages

COMMUNITY INTERVIEWS

Dec 2025 - Jan 2026

112 community leaders representing business, nonprofits, and elected officials

'WHAT WE HEARD SO FAR' REPORT

Jan 2026

Summary findings from student & community conversation, survey results, and interviews

COMMUNITY DREAM SESSIONS

Jan - Feb 2026

More than 1,000 participants joined 11 regional "Dream Sessions" to prototype the future of our schools

STRATEGIC PLANNING

Feb - April 2026

Leadership planning sessions where the strategic plan took shape, grounded in our data and what we heard from our community

FINAL PLAN LAUNCH

May 2026

Share and celebrate the final strategic plan—a clear, community-driven roadmap toward student success



BUILDING ON OUR MOMENTUM

The Board of School Trustees and Superintendent Ebert have created a 'Team of 12.' During their first year of leadership as a team, CCSD took steps to focus on what's most important: listening to the community, moving with urgency, and following through in doing what is best for kids. Together we:

- Released a **100 Day Plan** focused on improving culture and climate
- Emphasized and supported the **Core Four** academic areas of PreK, Early Literacy, Middle School Mathematics, and Workforce and College Readiness
- Engaged in a new **Facility Master Plan**, "Building Brighter Futures," so that all students have access to beautiful, safe, modern buildings
- Launched an **Efficiency Study** to maximize funds sent directly to classrooms

Our approach is showing results. More students are graduating, more licensed teachers are leading classrooms, more families are getting the information they need, and the community is taking notice.

- **Academic proficiency (or the knowledge and skills students gain) is increasing in all subjects and grade levels:** Graduation rates rose to 86.6%, a 5.1 percentage–point increase from the prior year, and 136 schools improved their star ratings on the Nevada School Performance Framework, also called "Nevada's Report Card."
- **More students are taught by a licensed, dedicated teacher:** We began the 2025–2026 school year with over 16,000 classrooms staffed by licensed teachers, the highest number in more than a decade.
- **The philanthropic community is investing in CCSD's vision:** Philanthropic gifts totaling $15.8 million signal renewed confidence and meaningful support for public education in our community.
- **CCSD is improving communication and transparency:** Parent and guardian positive perceptions of the District's transparency and openness increased from 60.27% to 71.14%, a notable 10 percentage-point increase from 2024. Increased in-person meetings with media, student voice podcasts, and a District website upgrade reflect intentional efforts to improve transparency, accessibility, and community engagement. Trustees have also significantly expanded their outreach through regular Trustee Community Engagement Meetings.
- **With our partners, we are providing support for students who need it most:** The Bright Futures Coalition mobilized volunteers for home visits, reaching 528 homes in Fall 2025 to support enrollment and 853 homes in Spring 2026 to address chronic absenteeism.
- **CCSD was honored** with the National Innovative Technology Award by the National School Boards Association and the prestigious "Best Communities for Music Education" designation for the 24th year by the NAMM Foundation. Superintendent Ebert was also recognized by the Nevada School of the Arts, Vegas PBS, the Nevada Association of Latino Administrators and Superintendents, the Nevada Association of African American School Administrators, and the Asian Community Development Council.

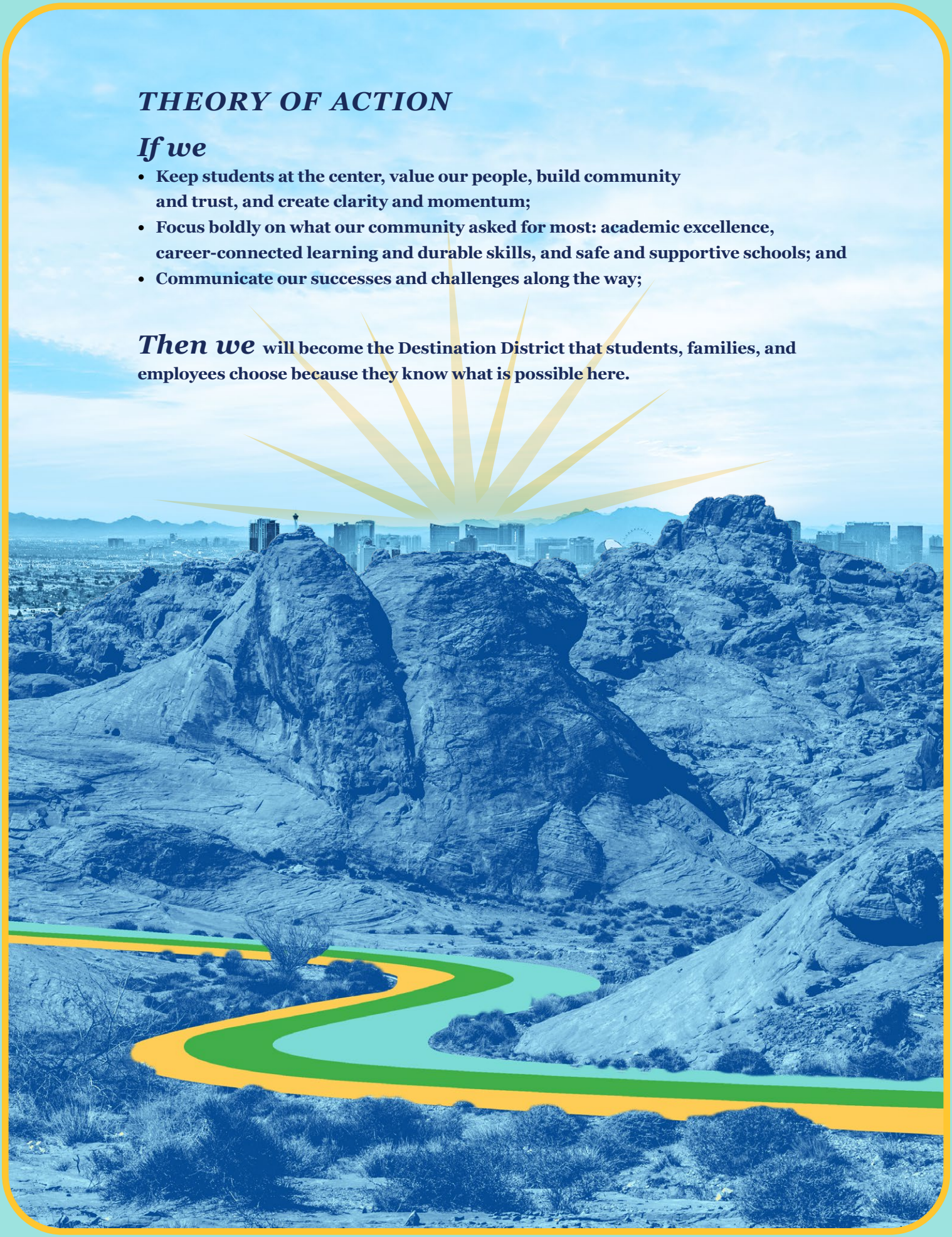

SMITH CENTER

THEORY OF ACTION

If we

- **Keep students at the center, value our people, build community and trust, and create clarity and momentum;**
- **Focus boldly on what our community asked for most: academic excellence, career-connected learning and durable skills, and safe and supportive schools; and**
- **Communicate our successes and challenges along the way;**

Then we **will become the Destination District that students, families, and employees choose because they know what is possible here.**



DESTINATION DISTRICT:
THE PATH FORWARD

This is our five-year commitment to transforming our schools into safe, supportive places where learning sparks joy and students are ready to build a home, a life, and a future.

Our Destination	*Our Approach*	*Our Outcomes by 2031*
ACADEMIC EXCELLENCE		
Students achieve academically so that they can succeed today and adapt for tomorrow.	**Strong Academics:** We set ambitious goals and develop a research-based plan to increase student proficiency across the board, including for students who need extra support to thrive. **Innovative Models:** We test and track new ways of delivering instruction. We prepare students with skills to navigate a world being transformed by AI.	**60%** increase in literacy proficiency in grades K-3 **50%** increase in math and literacy proficiency in grades 3-8 **100%** of schools implement a future-ready learning model that embraces students demonstrating what they know and can do
CAREER-CONNECTED LEARNING AND DURABLE SKILLS		
Students graduate with durable skills, a clear path forward, and the credentials needed to enter their chosen field.	**Future-Ready:** We design learning experiences that encourage students to engage with careers in the early grades, explore them in the middle grades, and gain hands-on experience in high school. **Marketable Assets:** We equip every student with practical skills and qualifications so they feel confident securing a job, going to college, enlisting in the military, or otherwise contributing to our community.	**60%** of graduates earn the rigorous College and Career Ready Diploma **100%** of students graduate with marketable assets—such as college credits, credentials, a Nevada State Seal, a military pathway, or a durable skills portfolio
SAFE AND SUPPORTIVE SCHOOLS		
Students learn in safe, supportive schools where they are known, valued, connected, and ready to thrive.	**All In:** We partner with families and our community so that every student has champions in their corner and loves learning. **Consistent Expectations:** We define and hold students accountable to high standards for safety and behavior.	**95%** of students report feeling safe at school **95%** of students report feeling known, valued, and connected

Strong academics are the foundation for every future.

Academics alone are not enough - that foundation must lead to opportunity.

And opportunity grows when students feel safe, supported, and connected.



CCSD IS REIMAGINING THE STUDENT EXPERIENCE

We are transforming how students engage with their learning, their teachers, one another, technology, and the world around them so that, no matter what changes come, they are ready to build a home, a life, and a future.

PRIORITY 1:

ACADEMIC EXCELLENCE

PRIORITY 1

OUR DESTINATION

Students achieve academically so that they can succeed today and adapt for tomorrow.

CCSD holds high expectations for students. By focusing on rigorous instruction in reading, mathematics, and science, we provide the foundational academic skills students need to succeed in life. We recognize that every child learns differently, and we will provide individualized support so every student can succeed. Ultimately, we will expand project-based and personalized competency-based learning across our schools so students have more voice, more ownership, and feel excited about coming to school.

STRATEGIES TO REACH OUR DESTINATION

ACADEMIC EXCELLENCE, INNOVATIVE LEARNING

- Create a more consistent and engaging learning experience for students across all subjects by building on the District's selection of high-quality, evidence-based core instructional materials and aligning curriculum, instruction, assessment, coaching, and professional learning.
- Deepen content mastery, student engagement, and the joy of learning by scaling bold instructional approaches already in pilot—such as personalized, competency-based learning and project-based learning.
- Use emerging technologies like AI to personalize learning and speed up feedback while helping students use these tools effectively, ethically, and with strong critical thinking.
- Update middle and high school grading policies so grades clearly reflect whether students have mastered key concepts and are ready for what comes next.

A PREMIER PREK PROGRAM FOR CLARK COUNTY FAMILIES

- Improve Kindergarten readiness by building a high-quality, stable early learning workforce, including stronger recruitment and retention of PreK educators.
- Grow the District's high-quality PreK footprint by advocating for the necessary resources, infrastructure, and seats while leveraging community partnerships and facility opportunities to increase access for families.



PRIORITY 1

PRIORITY 1:
ACADEMIC EXCELLENCE

STRONG READERS, WRITERS, AND COMMUNICATORS

- Build on CCSD's success with the Science of Reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) so students in every school and every classroom receive consistent, high-quality, research-based reading and writing instruction from PreK–12.
- Scale identification processes and reading interventions for students who need the most support such as Project RISE (support for students with reading challenges, including dyslexia) and Reading Skills Centers.
- Inspire students to grow as readers, writers, and confident communicators through deeper educator collaboration and community partnerships, including efforts such as Read With Me NV.

CONFIDENT MATHEMATICAL THINKERS AND PROBLEM SOLVERS

- Teach students the logic behind math, help them become fluent and accurate with their skills, and ensure their learning builds each year by establishing a coherent PreK–12 mathematics system.
- Deliver high-quality mathematics instruction to students in every school by aligning curriculum, instruction, assessments, and professional learning for educators.
- Develop mathematically confident and capable students by embedding opportunities for student-led inquiry, productive struggle, reasoning, discourse, and real–world application, ensuring students build the skills necessary for success in Algebra, advanced mathematics courses, and beyond.

INCLUSIVE CLASSROOMS THAT SUPPORT EVERY LEARNER

- Improve support for students' diverse learning needs by building educator capacity through intentional collaboration and aligned support.
- Provide students with Individualized Education Programs, students who have experienced persistent opportunity gaps, and multilingual learners with aligned services and instructional supports.
- Support students with diverse needs by intentionally designing learning environments that make it easier to provide targeted support and enrichment.

What Success Feels Like

STUDENTS are challenged, supported, and excited to learn. They build strong academic foundations, get help when they need it, and see a clear connection between school and their future opportunities.

FAMILIES trust CCSD as their partner in education. CCSD provides families with the meaningful resources they need to engage deeply in their child's growth.

EDUCATORS have the clarity, tools, and support to do their best work. They are equipped to meet student needs and lead learning that is engaging and future-ready.

THE COMMUNITY sees CCSD as a source of pride that is preparing young people for the future.



School should be a place students want to be. When learning is meaningful, challenging, and joyful, students show up with more energy, curiosity, and confidence.

VALUED EDUCATORS

- Empower educators to use the tools, training, and support they receive to meet the needs of all students, while integrating technology to reduce workloads and simplify tasks.
- Make use of existing professional learning time for personalized growth, including short improvement cycles and Professional Learning Communities that improve daily practice and support long-term growth and connection.
- Enhance leadership support so administrators can clearly define "the why" behind change, align schoolwide initiatives, offer actionable feedback, and scale successful models of student-centered practices.
- Update grading procedures to better support educators and ensure students can master academic concepts.



PRIORITY 2:

CAREER-CONNECTED LEARNING AND DURABLE SKILLS

PRIORITY 2

OUR DESTINATION

Students graduate with durable skills, a clear path forward, and the credentials needed to enter their chosen field.

CCSD students explore exciting careers early and often. By the time they graduate, every CCSD student learns about the rapidly changing workforce. Each student will create their own pathway to the workforce, college, or the military and feel confident they have the skills, experiences, and attributes to succeed. As we grow our work experiences, magnet programs, and Career and Technical Education, we align new programs with Southern Nevada's growing industries, family expectations, and student interests.

STRATEGIES TO REACH OUR DESTINATION

GRADUATES WITH SKILLS, CREDITS, OR CREDENTIALS THAT OPEN DOORS

- Graduate all students with marketable assets, such as college credit, on-the-job training, an industry–recognized credential, a Nevada State Seal, a clear military pathway, or a durable skills portfolio.
- Provide students and families with consistent guidance and support for postsecondary planning, while designing intentional opportunities for educators, students, and families to collaborate.
- Increase the percentage of students earning the College and Career Ready Diploma by expanding access to rigorous coursework, career-connected learning, and aligned postsecondary pathways.

CAREER–CONNECTED EXPERIENCES FOR STUDENTS PREK–12

- Engage our youngest students in career-connected learning, give middle-schoolers opportunities to explore pathways, and provide high-schoolers with meaningful work experiences by establishing a clear PreK-12 learning journey.
- Spark students' interests, strengths, and goals through career days, field trips, guest speaker presentations, job shadowing, and paid or for-credit work-based learning through partnerships with employers, colleges, nonprofits, and CCSD teams.
- Prepare students for high-demand and emerging careers by aligning programs, pathways, and student experiences to Southern Nevada's target industries.
- Equip students to lead and adapt in emerging industries by partnering with industry innovators to solve real-world challenges through hands-on projects.

What is a 'Marketable Asset'?

There are many ways we show the world what we can do. Through diplomas, certifications, resumes, and more, we bring proof of our skills into the workplace and community. We want every CCSD graduate to have the practical skills and qualifications so they feel confident securing a job, going to college, enlisting in the military, or otherwise contributing to our community.



PRIORITY 2

PRIORITY 2:
CAREER-CONNECTED LEARNING AND DURABLE SKILLS

DURABLE SKILLS FOR A CHANGING WORLD

- Use the Portrait of a Nevada Learner to directly define and intentionally integrate durable skills—such as collaboration, communication, critical thinking, adaptability, self–agency, and resiliency—into instruction across all content areas.
- Develop ways for students to exercise agency by designing, reflecting on, and demonstrating durable skills through authentic work and performance–based learning.
- Students build financial literacy as a durable skill, learning how to manage money, make informed decisions, and create lifelong financial stability.

ACCESS ACROSS EVERY ZIP CODE AND FOR EVERY STUDENT

- Improve students' access to college and career by expanding dual enrollment, Advanced Placement, magnet programs, and Career and Technical Education in areas that do not have access, including for rural students.
- Increase access to Career and Technical Education for students with Individualized Education Programs and students who have experienced persistent opportunity gaps through specialized identification and instructional support models.

EMPLOYEES PREPARED TO LEAD WHAT'S NEXT

- Create opportunities for our expert educators to lead from the classroom by surfacing their expertise and helping successful practices replicate across the District.
- Make space for students and employees to innovate by establishing research, design, test, and scale structures for promising practices.
- Equip educators with the tools and experiences to bring career-connected learning to life through teacher externships with local businesses, instructional resources, and support that connects classroom learning to real careers, durable skills, and emerging technologies.

Durable skills help students succeed anywhere: Students will know how to communicate, work with others, solve problems, adapt, and take ownership of their learning.

The jobs students will hold, the skills they will need, and the paths they will take are evolving in real time. Our schools must evolve with them.

What Success Feels Like

STUDENTS move through a PreK–12 journey that connects learning to real opportunities in Southern Nevada and beyond. Along the way, they will develop the durable, life-ready skills, voice, and agency to navigate change, adapt with confidence, and shape the future they choose.

FAMILIES see clearer pathways, stronger guidance, and more meaningful choices for their children's futures.

EMPLOYEES have more opportunities to connect learning to the real world. We play a meaningful role in helping students explore careers, build skills, and prepare for what comes next.

THE COMMUNITY sees more students graduating with the skills, experiences, and credentials needed to contribute to Southern Nevada's future. As active partners, our local businesses and community organizations will engage directly with our students, co-creating the opportunities that guide their success.



PRIORITY 3:
SAFE AND SUPPORTIVE SCHOOLS

PRIORITY 3

OUR DESTINATION

Students learn in safe, supportive schools where they are known, valued, connected, and ready to thrive.

CCSD schools are safe, welcoming places where students, staff, and families want to be. We set clear expectations for behavior and enforce them consistently. Educators use provided materials to help students who need support. Families know what is happening in our schools, how they can help their students succeed, and how they can share their needs with us. We welcome community partners to support our shared vision.

STRATEGIES TO REACH OUR DESTINATION

WELCOMING SCHOOLS WITH COMMUNITY–BASED SUPPORT

- Create welcoming, respectful school environments by building on the momentum of CCSD CARES (Communication, Accountability, Respectfulness, Excellence, and Solutions).
- Empower students to lead conversations about their learning. Provide families with clear, timely, and easy-to-use information about student progress, school goals, and ways to help at home.
- Provide students with expanded wraparound support in areas such as physical and mental health, nutrition, family resources, and safer routes to and from school by partnering with municipalities and community organizations.
- Involve student, family, educator, and community advisory councils in the decision-making process so the community has a voice in decisions that affect them. Be more transparent about how decisions are made by reporting on the criteria used in decision-making.
- Clear the way for partners to support District priorities by reducing "red tape" and simplify the volunteer onboarding process without compromising safety.
- Team up with the community in supporting student success by intentionally building partnerships that are aligned to the strategic plan and responsive to school needs.

STUDENTS WHO ARE KNOWN, VALUED, AND CONNECTED

- Help connect students to their school community and each other by expanding purposeful co-curricular and extracurricular opportunities.
- Build structured, professional relationships between students and adults on campus who can provide support and guidance.
- Provide students who are showing signs of disengagement with timely, coordinated intervention by improving early identification and support systems.
- Deliver coordinated, real-time support to students in foster care and students experiencing homelessness by formalizing cross-system partnerships with community-based organizations and service providers.



THE GOLDEN RULE: If you're reading this plan, you're part of our movement to create a culture of respect at CCSD. Every single member of our community deserves to feel safe and supported at school.

PRIORITY 3

PRIORITY 3:
SAFE AND SUPPORTIVE SCHOOLS

SAFE, RESPECTFUL, AND CONSISTENT SCHOOL ENVIRONMENTS

- Create safe, consistent, supportive school environments for students by redesigning the District's Code of Conduct and Behavior Expectations, and aligning staff training so schools apply them effectively across classrooms and campuses.
- Ensure that small challenges don't become significant obstacles to a student's long-term success by providing timely intervention. Identify at-risk students through early warning systems and apply consistent Multi-Tiered System of Supports and Positive Behavioral Interventions and Supports to proactively address behavioral, social-emotional, and academic needs.
- Provide adult education students and those in behavior-focused and recovery programs with environments that build their skills, keep them connected, and support their transition to comprehensive schools and life after graduation.
- Optimize District operations and reinvest savings into classroom supports.

SHARING CCSD'S SUCCESS

- Elevate the voices of students, families, employees, community partners, and alumni to inform, inspire, and share pride.
- Help every family find their perfect fit by highlighting the unique aspects of each community school, celebrating our "bright spots," and simplifying the journey through open enrollment and specialized program options.
- Get important messages to families by simplifying CCSD communication channels and standardizing systems.
- Share information, key data, and metrics with the community through a transparent, easy-to-use dashboard.

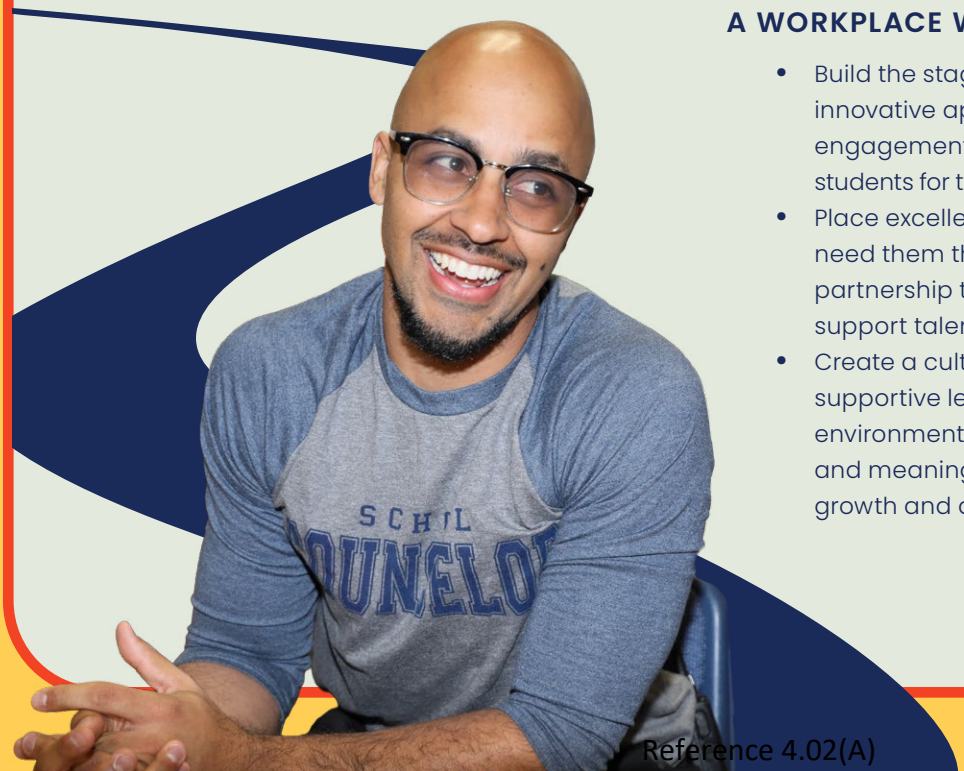
What Success Feels Like

STUDENTS feel safe, supported, and connected. They are known by name, receive help early, and learn in schools where they can build relationships and thrive.

FAMILIES feel informed, heard, and included. They have clear, easy-to-use information about their child's progress and how to support learning at home, so they can play a stronger role in their child's success.

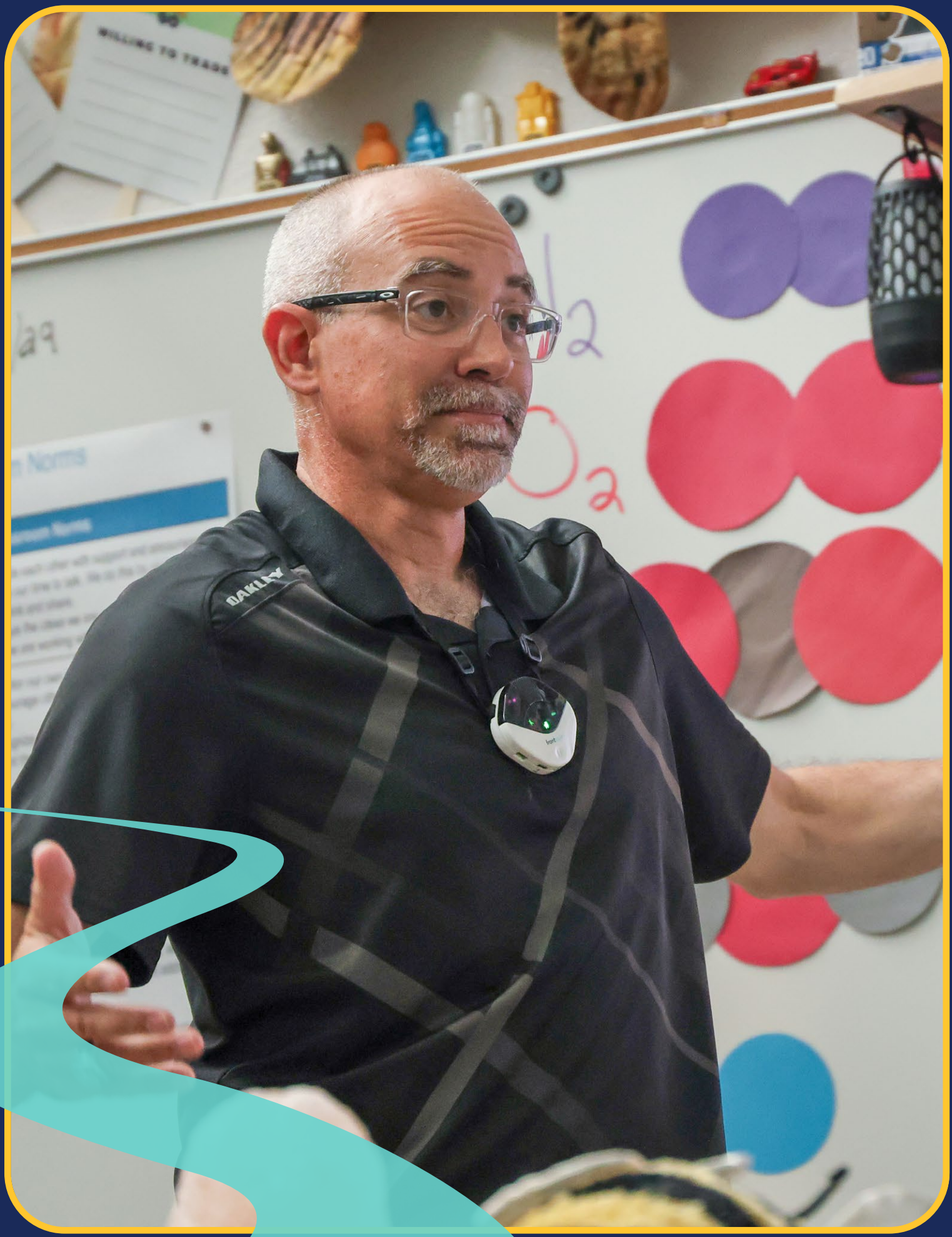
EMPLOYEES choose CCSD as the place to come, grow, and stay. We experience clearer communication and strong leadership. We feel safe, supported, respected, and set up to do our best work.

THE COMMUNITY sees CCSD as a trusted partner, plays an active role in student success, and invests in the District's bold vision.



A WORKPLACE WHERE EMPLOYEES THRIVE

- Build the stage for educators to design and share innovative approaches that increase student engagement, strengthen learning, and prepare students for the future.
- Place excellent educators in roles where students need them the most by building systems and partnership to attract, retain, prepare, and support talent.
- Create a culture where employees experience supportive leadership, a safe and respectful work environment, clear and consistent communication, and meaningful opportunities for professional growth and advancement.


OAKLEY

HOW WE
STAY ACCOUNTABLE

OUR PROMISE TO YOU

Our community has told us what matters most. This five-year plan is our promise to honor those priorities. This is just the beginning of our work to transform CCSD into a district that earns trust and makes our community proud.

How We Measure Success

On the following pages, you will see "Success Indicators." These are the goals we use to check our progress. You might notice some technical details in this section. We include specific detail because changing a large, diverse school district requires a careful blend of effective classroom lessons, clear rules, and proven methods. This plan is based on research and what we know works, both here in CCSD and in the highest-achieving districts across the country.

How We Earn Your Trust

We are working hard to build a school district that makes our entire community proud.
To do that, we:

KEEP YOU POSTED: We give regular updates to the School Board and the public so you can see exactly how we are progressing toward the goals we have set in this plan.

BE HONEST: We celebrate our wins, and are honest about where we need to change direction or work harder.

WORK AS ONE TEAM: We help ensure every school and department moves in the same direction, turning our big ideas into daily action.

STAY FLEXIBLE: If something isn't working, we adjust our approach so that we hit our goals.

As we move forward, we continue to invite you to the table. Our community only succeeds when our schools succeed. Thank you to the thousands of students, families, employees, and community partners who helped build this plan.



"We Can't Do This Alone"
IT TAKES ALL OF US TO TRANSFORM OUR SCHOOLS.
CCSD only becomes the Destination District when the whole community is involved. We are ready for the Destination.


HOOD #2
CADDY

HOW WE
WILL MEASURE

PRIORITY 1

SUCCESS INDICATORS

To provide transparent accountability, progress will be tracked and reported across student groups (including economically disadvantaged students, children with disabilities, English learners, and major racial/ethnic groups) to support the growth of every student.

STRATEGY	SUCCESS INDICATORS
ACADEMIC EXCELLENCE, INNOVATIVE LEARNING	o 100% of schools implement a future-ready learning model, aligned to the Portrait of a Nevada Learner, including authentic demonstrations of learning such as performance tasks, exhibitions, capstones, project-based learning, and other demonstrations of durable skills in action. o 90% of classroom observations demonstrate strong delivery of developed, scaffolded, and engaging content aligned to grade–level standards–leading to student ownership and attainment of mastery.
A PREMIER PREK PROGRAM FOR CLARK COUNTY FAMILIES	o 98% utilization of available high–quality general education PreK seats, up from 97.5% in 2025. o 75% of PreK students meet or exceed the 'Widely Held Expectations' in all domains, up from 58% in 2025 (measured by the Teaching Strategies GOLD Spring checkpoint).



HOW WE
WILL MEASURE

SUCCESS INDICATORS

PRIORITY 1

STRATEGY	SUCCESS INDICATORS
STRONG READERS, WRITERS, AND COMMUNICATORS	***Rising Literacy Proficiency*** o 60% increase in grades K-3 English Language Arts proficiency (2025–2026: NWEA MAP Reading Assessment, 2027–2030: i-Ready INFORM Reading Assessment). o 50% increase in grades 3-8 English Language Arts proficiency (Smarter Balanced Assessment Consortium English Language Arts Assessment). ***Accelerating Growth for Students Who Need It Most*** o 60% increase in grades 4–8 students below proficiency in English Language Arts who either reach proficiency or are on track to reach it within three years or by eighth grade, whichever comes first (Adequate Growth Percentile, Smarter Balanced Assessment Consortium English Language Arts Assessment).
CONFIDENT MATHEMATICAL THINKERS AND PROBLEM SOLVERS	***Rising Math Proficiency*** o 50% increase in grades 3-8 mathematics proficiency (Smarter Balanced Assessment Consortium Mathematics Assessment). ***Accelerating Growth for Students Who Need It Most*** o 60% increase in grades 4–8 students below proficiency in mathematics who either reach proficiency or are on track to reach it within three years or by eighth grade, whichever comes first. (Adequate Growth Percentile, Smarter Balanced Assessment Consortium English Language Arts Assessment).



HOW WE
WILL MEASURE

SUCCESS INDICATORS

PRIORITY 1

STRATEGY	SUCCESS INDICATORS
INCLUSIVE CLASSROOMS THAT SUPPORT EVERY LEARNER	o Multilingual learners in grades K-12, identified as English Learners, will be on track to be proficient in five years or by 12th grade, increasing to 60% in 2031, up from 31.5% in 2025 (WIDA Adequate Growth Percentiles). o Annual English Learner exit rate increases from 9.1% in 2025 to 18% in 2031, as measured by proficiency indicators on the language learner assessment (WIDA ACCESS or WIDA Alternate ACCESS Assessment). o Students in grades K-12 with Individualized Education Programs (IEPs) receiving instruction in a general education classroom for at least 80% of the day increases to 60% in 2031, up from 46.3% in 2025.



HOW WE
WILL MEASURE

SUCCESS INDICATORS

PRIORITY 2

STRATEGY	SUCCESS INDICATORS
GRADUATES WITH SKILLS, CREDITS, OR CREDENTIALS THAT OPEN DOORS	***Ready For High School And Beyond*** o 100% of students in grade 8 complete a "Destination: Ready" academic plan to help students and families make informed choices about high school pathways that align to their strengths and interests. o 100% of students in grade 8 meet the 8th Grade Credit Requirements Measure, ensuring students have the credits needed to be on track for entering high school. ***On A Path To College, Career, Military, and Community*** o 100% of grade 9 students update their "Destination: Ready" academic plan with a four-year high school roadmap, targeting the requirements of the College and Career Ready Diploma, intentionally co–developed between students, counselors, and families. o 95% of grade 9 students meet the 9th Grade Credit Sufficiency Measure, ensuring students are on track to graduate from high school in 4 years. o 60% of all 2031 graduates attain the College and Career Ready Diploma (Nevada's most rigorous diploma type), up from 29.9% of all 2025 cohort graduates. o 100% of students graduate with at least one tangible, marketable asset—such as college credits, on-the-job training, an industry–recognized credential, a Nevada State Seal, a clear military pathway, or a durable skills portfolio. o 90% of high school students graduate on time in four years, up from 86.6% in 2025.



HOW WE
WILL MEASURE

PRIORITY 2

SUCCESS INDICATORS

STRATEGY	SUCCESS INDICATORS
CAREER-CONNECTED EXPERIENCES FOR STUDENTS PREK-12	o Annually, all elementary schools provide two career–connected events (e.g., guest speakers, field trips, career days) for each grade level to bridge the gap between classroom concepts and life application. o Annually, all middle schools provide two career–connected events (e.g., guest speakers, field trips, career days) for each grade level to bridge the gap between classroom concepts and life application. o 90% of students in grades 9–12 successfully complete a career–connected learning program or project, where academic learning and durable skills are applied in local and community settings.
DURABLE SKILLS FOR A CHANGING WORLD	o CCSD will take a bold, next-generation approach to student success by defining and measuring the durable skills students need to thrive in any future they choose. In year one, the District will build on the Portrait of a Nevada Learner to identify the skills that matter most and create a system for teaching, observing, and tracking them across grade levels. Grounded in bright spots already emerging across CCSD, this work will make durable skills visible in daily instruction and authentic student learning. **Next Generation Measures:** • 90% of classroom observations show durable skills intentionally embedded in grade–level instruction. • In School Year 2026–27, set a baseline for the development of a platform that enables students to share the durable skills that employers look for when hiring–such as collaboration, communication, critical thinking, adaptability, self–agency, and resilience.
ACCESS ACROSS EVERY ZIP CODE AND FOR EVERY STUDENT	o Develop and take action on a District Gap Analysis that examines geographic areas, including rural areas, with limited access to advanced pathways.

HOW WE
WILL MEASURE

SUCCESS INDICATORS

PRIORITY 3

STRATEGY	SUCCESS INDICATORS
WELCOMING SCHOOLS WITH COMMUNITY–BASED SUPPORT	o Increase the percentage of parents/guardians who report feeling welcome and involved in their child's education as follows (measured by the CCSD Districtwide Survey): 96% feel welcome, up from 94.1% in 2025. 93% feel that the school sees the parent/guardian as a partner in education, up from 89.8% in 2025. o 100% of schools offer virtual and in-person "Welcome to CCSD" orientation sessions so all newly-enrolled families have the opportunity to engage. o 100% of CCSD external-facing departments implement a CCSD CARES-aligned customer service survey to measure service quality. o 15% increase in the total number of participants receiving academic and wraparound services through Family Engagement offerings and attendance at Family Support Centers (from a 2025 baseline of 30,848 participants). o Annually, District Superintendent advisory councils will present to the Board of Trustees one key District decision they helped inform. o 100% of schools have community partnerships aligned to the strategies of this plan.
STUDENTS WHO ARE KNOWN, VALUED, AND CONNECTED	o 40% decrease in the number of students who are chronically absent (measured by the percentage of students missing 10% or more of enrolled school days). o 95% of grades 4-12 students report feeling known, valued, and connected, up from 84% in 2025 (measured by the CCSD Districtwide Survey). o School sites increase the percentage of students who engage in connection-building activities (including athletics, Career and Technical Education programs, and clubs). By 2027, implement a system in Infinite Campus to document connection-building activities to develop a baseline for engagement.



HOW WE
WILL MEASURE

SUCCESS INDICATORS

PRIORITY 3

STRATEGY	SUCCESS INDICATORS
SAFE, RESPECTFUL, AND CONSISTENT SCHOOL ENVIRONMENTS	o 95% of Grades 4–12 students report feeling safe in school, up from 83.9% in 2025 (measured by the CCSD Districtwide Survey). o Improve staff perceptions of physical safety: **Elementary Schools**: 80% by 2031, up from 70% in 2025 **Middle Schools**: 80% by 2031, up from 48% in 2025 **High Schools:** 80% by 2031, up from 53% in 2025 (measured by grade bands through the Nevada School Climate/ Social Emotional Learning Surveys conducted on odd-numbered years by the Nevada Department of Education). o 100% of school leadership teams-which may include Principals, Assistant Principals, licensed educators, school counselors, school social workers, and/or support professionals-are **trained in universal (Tier I) social–emotional–behavioral classroom systems and practices and Positive Behavioral Interventions and Supports** classroom practices. A revised PK-12 Student Code of Conduct will be released in the 2027-2028 school year. Annually, all site administrators who conduct behavior incident investigations attend regular training from CCSD's Educational Services Division on laws, systems, and policies related to evidence collection, investigations, and resolutions. o 100% of school leadership teams measure schoolwide Tier I Multi-Tiered System of Supports implementation (measured by completion of the Tiered Fidelity Inventory tool).



HOW WE
WILL MEASURE

PRIORITY 3

SUCCESS INDICATORS

STRATEGY	SUCCESS INDICATORS
SHARING CCSD'S SUCCESS	o 90% of parents/guardians report effective and useful communication from school and the District (measured by a new question on the CCSD Districtwide Survey).
A WORKPLACE WHERE EMPLOYEES THRIVE	o Retention rates of highly effective educators remain above 95%. o Improve staff perceptions of work environments in which they are recognized for excellent work, feel supported, and are cared about as individuals: **Elementary Schools**: 83% by 2031, up from 73% in 2025 **Middle Schools:** 77% by 2031, up from 67% in 2025 **High Schools:** 76% by 2031, up from 66% in 2025 (as measured by grade bands in the Nevada School Climate/ Social Emotional Learning Surveys conducted in odd-numbered years by the Nevada Department of Education).





APPENDIX

KEY TERMS

CAREER-CONNECTED LEARNING
Learning where students explore careers, connect school to the real world, and prepare for what comes after graduation.

CAREER AND TECHNICAL EDUCATION (CTE)
Programs and courses that prepare students for specific career fields through technical knowledge, hands-on learning, and industry-aligned experiences.

CCSD CARES
CCSD's core standards to encourage our staff and the community to treat each other with "Mutual Courtesy, Mutual Respect," which are: Communication, Accountability, Respectfulness, Excellence, and Solutions.

COLLEGE AND CAREER READY DIPLOMA
Nevada's most rigorous diploma option, showing that a student completed rigorous coursework and experiences that prepare them for success after high school.

CORE ACADEMICS
The essential academic subjects that provide the foundation for every student's future, especially literacy, mathematics, and science.

DURABLE SKILLS
Skills students need for success in school, work, and life, such as communication, collaboration, critical thinking, problem-solving, adaptability, and self-direction.

HIGH-QUALITY INSTRUCTION
Teaching that is aligned to standards, engages students in meaningful learning, and provides additional support when necessary so that all students make academic progress.

INCLUSIVE CLASSROOMS
Classrooms designed to support students with different learning needs together, with the instruction and support needed to help all students succeed.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)
A framework that helps schools provide academic, behavioral, and social-emotional support tailored to each student's needs at the time they need it.

NEVADA STATE SEAL
Nevada State Seals recognize public high school graduates who have attained a high level of proficiency in multilingualism, civics, financial literacy, multilingualism, STEAM, and STEM. Eligible students receive a seal on their high school diploma and high school transcript indicating that the student has earned the seal.

PORTRAIT OF A NEVADA LEARNER
A statewide framework describing the knowledge, skills, and mindsets students should develop to be ready for life beyond school.

SCIENCE OF READING
A research-based approach to literacy instruction grounded in how students learn to read, including phonemic awareness, phonics, fluency, vocabulary, and comprehension that they need to become confident, lifelong readers.

TEACHING STRATEGIES® GOLD®
An observation-based assessment system used in CCSD to track children's development in PreK. "Widely Held Expectations" refer to research-based milestones for what a child at a specific age or grade level is typically expected to be able to do, know, and demonstrate across developmental domains, including social-emotional, physical, language, cognitive, literacy, and mathematics.

TIER I INSTRUCTION
The core instruction and support all students receive as the foundation of teaching and learning.

WORK-BASED LEARNING
Structured opportunities for students to apply their learning in real-world settings, such as internships, job shadowing, or other hands-on experiences.

PORTRAIT OF A NEVADA LEARNER

NEVADA Department of Education

PORTRAIT OF A NEVADA LEARNER

A collective vision of the mindsets and skills that bring academic knowledge to life

Core academic knowledge is the foundation from which students can apply durable skills, enabling them to build a life, a home, and a future for themselves, their families, and their communities. With the rapid pace of technological change in our post-COVID world, it is more important than ever to center our educational approach around shared human values and a clear sense of purpose. By asking thoughtful questions and encouraging students to reflect on what they are learning and why, we can empower them to create their OWN portraits of who they are and who they aspire to be. This approach fosters joy, creativity, and authenticity in the process and expressions of learning. Importantly, it also helps learners develop the self-awareness and resilience necessary to thrive in today's world.



How might we create learning relationships, experiences, and environments that put these shared values into practice? >>>

EMPOWERING How will I grow in my learning?	**Reflect** on my personal strengths and unique qualities to leverage them in all aspects of my life. Approach learning and life experiences with **curiosity** and a growth focused attitude to find ways to connect them to my passions and interests. Be **self-aware,** monitor my needs, and advocate for myself in a variety of environments. Strive for **balance** by asking for support related to my intellectual growth, physical, mental, social, and emotional well-being.
CONNECTING How do I build and sustain relationships and community?	Build connections by actively listening, sharing ideas, and **collaborating** toward common goals. **Communicate** effectively, adapting my communication style to different audiences and situations, while using a variety of tools and technologies. Show **empathy and respect** toward individuals and groups of diverse backgrounds, cultures, and experiences exploring multiple viewpoints.
IMPACTING How will I contribute to make an impact?	Transfer and apply knowledge and skills across academic disciplines to make a **purposeful impact.** Evaluate and analyze data, ideas, and interactions as **critical thinkers and creative problem-solvers** to overcome challenges in all aspects of my life. Be an engaged member of my community, participating in public discourse and decision-making processes, and promoting opportunities of **civic engagement**.
THRIVING How will I thrive?	Stay **resilient and courageous** in the face of challenges and changing contexts, learning from my mistakes and growing as a result. Practice **intellectual agility,** continuously learning, unlearning, and relearning to adapt to evolving opportunities in my school and community. Be a person of **integrity,** making and keeping commitments to my peers and community while staying true to my values and beliefs.


We are
CCSD
DESTINATION DISTRICT
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2026 — 2031
CLARK COUNTY
SCHOOL DISTRICT
STRATEGIC PLAN