



CLARK COUNTY SCHOOL DISTRICT #161

Strategic Plan: 2019-2023

Mission Statement

At Clark County School District #161, our mission, through the combined efforts of our staff, parents, students, and community members is to promote “BOBCAT PRIDE” in all that we do today and in the future!

P...Positive Attitude

R...Responsible and Respectful Actions

I...Integrity

D...Determination

E...Everyone’s Safe

Vision Statement

Our vision at Clark County School District #161: Creating a Community of Educated, Motivated, and Empowered Learners!

District Philosophy

A strong community, state, and nation depends upon public education to prepare students to become productive contributing members of an ever-changing society. Children are our community’s most valuable asset. Clark County School District #161 prides itself in its ability to provide a model PBIS (Positive Behavior Interventions and Supports) environment that provides students and school personnel with a positive environment that is safe and

conducive for learning. Not only does Clark County recognize, but more importantly it celebrates each students' uniqueness as an individual with his or her own special abilities. These abilities require the careful formulation of a curriculum, the skillful selection of dedicated educators, and the availability of appropriate opportunities that promote intellectual, physical, social, emotional, and career development of ALL students on a level commensurate with their capabilities, thus preparing responsible, contributing citizens accountable for their own actions, ready to face the world that awaits them beyond high school.

At Clark County, we believe that our school is an integral part of our community, and as such, must complement the child's development as a member of the family and community. Students should have access to educational opportunities regardless of race, color, creed, gender, or socioeconomic status.

The process in which educational development occurs is life-long. As life-long learners it is essential that we as a district not only value, but provide a safe, supportive environment which enables each student to acquire the knowledge, skills, and values necessary to achieve a thorough understanding of the basic skills for all areas of development. At the same time, it is necessary to teach students to be flexible enough to adapt to an ever-changing society. Opportunities of growth in vocational skills, fine arts, and humanities will enable students to develop technical skills, creativity, self-expression, and aesthetic values. Guidance through these processes develops both the desire to continue learning throughout their lives and the skills to do so. Through this, we will foster a feeling of self-worth by providing ALL students with the foundations and opportunities to achieve productive successful lives. Education is an on-going process that requires continuous evaluation and responsible change.

It is our intent that parents/guardians impart to students a basic confidence in our district. Only through the joint efforts of all students, educators, parents, and our community partners can the goals of education be fully realized.

Our Expectations:

It is our expectation that "ALL" students graduate future-ready from Clark County SD prepared to...

KNOW: Master content

THINK: Creatively & Critically

ACT: Self-direct and collaborate

GO: Navigate locally and globally

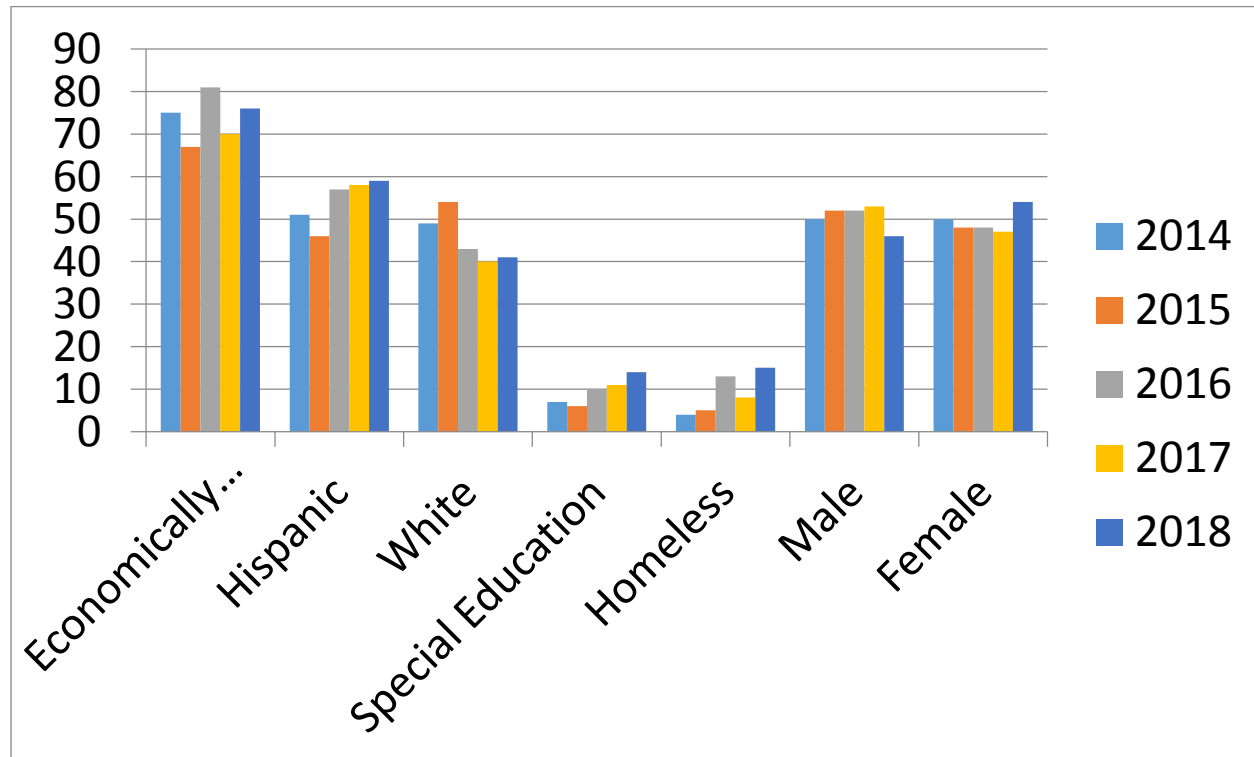
Core Values & Beliefs

- Accountability
- Diversity
- Excellence
- Social, Emotional, Physical Health & Well-Being
- Honesty
- Individual Growth
- Integrity
- Open Communication
- Respect
- Safety
- Teamwork
- Trust
- Determination
- Positive Attitude
- Empowerment
- High Expectations
- Community Involvement

Guiding Principles

- Focus on students: Everything that we do will be with the “Best Interest” of our students first and foremost.
- Focus on a culture of collaboration: We will work together as teams to achieve student learning goals for which we are mutually accountable.
- Focus on professional development: We will work relentlessly on providing our staff with the necessary trainings, tools, and professional development to provide our students with the highest quality of education and best practices.
- Focus on learning: We will focus relentlessly on learning to ensure that ALL students will learn at high levels.
- Focus on results: We will use evidence of learning and data to make effective and timely instructional decisions.

District Demographics



Clark County School District Demographics

Group	FY2014	FY2015	FY2016	FY2017	FY 11/2018	FY2014%	FY2015%	FY2016%	FY2017%	FY 11/2018%	Change
All Students	153	157	136	143	125	100%	100%	100%	100%	100%	5.15%
Economically Disadvantages	115	105	110	100	95	75%	67%	81%	70%	76%	-9.90%
Special Education	11	10	14	16	18	7%	6%	10%	11%	14%	14.29%
English Language Learner (LEP)											
Racial Minority	78	73	77	61	75	51%	46%	57%	43%	60%	-20.78%
Hispanic/Latino	78	73	77	82	74	51%	46%	57%	58%	59%	6.49%
Asian	0	0	0	1	0	0%	0%	0%	1%	0%	
Native American	0	0	0	2	1	0%	0%	0%	1%	1%	
White	75	84	59	58	50	49%	54%	43%	40%	40%	-1.69%
Male	76	82	71	76	58	50%	52%	52%	53%	46%	7.04%
Female	77	75	65	67	67	50%	48%	48%	47%	54%	2%
Homeless	6	8	18	11	19	4%	5%	13%	8%	15%	-38.89%

1st Grade Readiness

Percentage of kindergarten students reading at spring grade-level benchmark by year on IRI.

1 st Grade Readiness (Kindergarten)				
<u>Year</u>	<u>Fall</u>	<u>Spring</u>	<u>Growth</u>	<u>Goal</u>
2014	60%	54.5%	-5.5%	
2015	50%	90.9%	40.9%	
2016	20%	60%	40%	
2017	20%	75%	55%	
2018	33.3%			70%
2019				
2020				
2021				
2022				
2023				

2nd Grade Readiness

Percentage of 1st grade students reading at spring grade-level benchmark by year on IRI.

2 nd Grade Readiness (1 st Graders)				
<u>Year</u>	<u>Fall</u>	<u>Spring</u>	<u>Growth</u>	<u>Goal</u>
2014	77.7%	50%	-27.7%	
2015	36.3%	41.6%	5.3%	
2016	62.5%	100%	37.5%	
2017	71.4%	75%	3.6%	
2018	12.5%			70%
2019				
2020				
2021				
2022				
2023				

3rd Grade Readiness

Percentage of 2nd grade students reading at spring grade-level benchmark by year on IRI.

3 rd Grade Readiness (2 nd Graders)				
<u>Year</u>	<u>Fall</u>	<u>Spring</u>	<u>Growth</u>	<u>Goal</u>
2014	71.4%	71.4%	0%	
2015	63.6%	60%	-3.6%	
2016	18.1%	50%	31.9%	
2017	62.5%	75%	12.5%	
2018	80.0%			70%
2019				
2020				
2021				
2022				
2023				

4th Grade Readiness

Percentage of 3rd grade students reading at spring grade-level benchmark by year on IRI.

4 th Grade Readiness (3 rd Graders)				
<u>Year</u>	<u>Fall</u>	<u>Spring</u>	<u>Growth</u>	<u>Goal</u>
2014	75%	75%	0%	
2015	71.4%	83.3%	11.9%	
2016	30%	60%	30%	
2017	40%	20%	-20%	
2018	62.5%			70%
2019				
2020				
2021				
2022				
2023				

7th Grade Readiness

Percentage of 6th grade students meeting proficiency benchmark on Math and ELA ISAT.

Clark County SD #161 High School Readiness

6th Grade Students	2018 Results	2019 Goal	2019 Results	2020 Goal	2020 Results	2021 Goal	2021 Results	2022 Goal	2022 Results	2023 Goal
MATH ISAT SCORES	15%	40%								
ELA ISAT SCORES	23%	40%								

High School Readiness

Percentage of 8th grade students meeting proficiency benchmark on Math and ELA ISAT.

Clark County SD #161 High School Readiness

8th Grade Students	2018 Results	2019 Goal	2019 Results	2020 Goal	2020 Results	2021 Goal	2021 Results	2022 Goal	2022 Results	2023 Goal
MATH ISAT SCORES	0%	40%								
ELA ISAT SCORES	36%	40%								

Strategies:

1. Use subject matter to make instructional decisions to ensure each student is learning the essential literacy/math standards in all content areas.

Meet the College Readiness benchmark on the SAT/ACT	35%								
OR									
Complete an Advanced Placement course w/a B or higher or AP exam with 3 or higher	10%								
OR									
Complete Dual Credit College English and/or Math (A, B, or C)	10%								
4) FAFSA completion	100%								

College Ready Strategies:

1. Implement [COLLEGE AND CAREER ADVISING AND MENTORING PROGRAM.docx](#)
2. Conduct weekly “At Risk” grade checks to identify students with a D+ or lower. Provide these students with the one-on-one opportunity to collaboratively create a plan/goal to increase grades. Monitor mandatory after-school tutoring to ensure that students are successful in reaching their goals.
3. Develop and publicize a pathway for all high school students to earn an Associate’s Degree through dual credit classes.
4. Increase the percentage of high school students taking dual credit GEM (general education matriculation) dual credit classes to 75%.
5. In middle school, increase the percentage of students completing pre-algebra with a C or better to 95%.
6. In high school, provide every day instruction and increased instructional time in Algebra 1 and geometry to deepen foundational skills for Algebra 2.
7. Provide SAT/ACT preparation courses to all students.
8. Provide teachers with quality professional development from Regional Math and English specialists to improve student performance.