



togetherforbetter

Lisa Satory

Clark County Appointed Trustee

04.21.2026



Agenda

- Educational Priority Areas Update
- Core Four Bridge Work Updates
- Data Requests
- Community Engagement Updates
- Superintendent Mid-Year Performance Report
- Board News and Notes

Clark County Commission Education Priorities

Educational Priority Areas	Research and Analysis
<ul style="list-style-type: none"> Expansion of Open Schools, Open Doors CCSD Collaboration with Clark County on children's mental health and access to services. CCSD Collaboration with Clark County on school construction/renovation. Identification of rural-specific education issues. Embed the County's Truancy Prevention Outreach Program (TPOP) into CCSD. Status of the Lundy Elementary School on Mt. Charleston Focus on early childhood education. 	<ul style="list-style-type: none"> Review the governance structure of the CCSD Board of Trustees. Determine all existing CCSD partnerships.
Data Requests	Reporting
<ul style="list-style-type: none"> Monthly reports regarding truancy. Student performance by jurisdiction, including a focus on schools in unincorporated Clark County. Teacher vacancy rates. 	<ul style="list-style-type: none"> Quarterly reporting to the County Commission. As requested, meet with County Commissioners.
Communication Requests to/from CCSD	Community Engagement
<ul style="list-style-type: none"> Increased communication and collaboration with relevant County departments. Collaboration with the County to disseminate information to Clark County parents/guardians and residents. 	<ul style="list-style-type: none"> Host roundtables with principals in each County Commission district to promote collaboration. Hold town halls in each County Commission district to answer questions and address concerns about CCSD.

Educational Priority Areas Updates

Goodsprings

- The board will vote on April 23rd for a proposal to close what is said to be Nevada's longest-operating school. If approved, Goodsprings Elementary's two students will be rezoned to Sandy Valley School, a K-12 school about 12 miles west of Goodsprings.



Core Four Bridge Work Updates- Pre-K

Root Causes

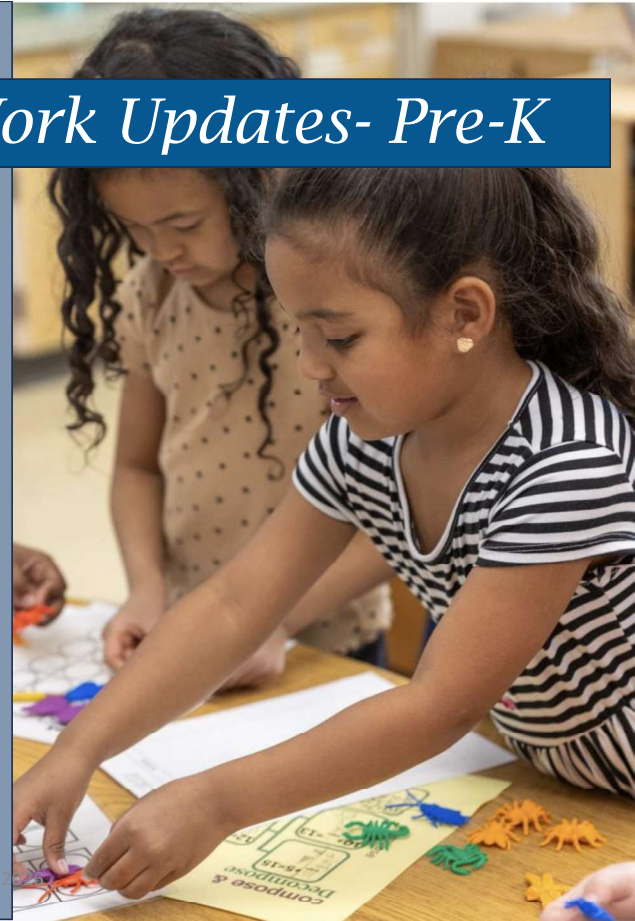
- Systemic Policy and Funding Deficiencies
- Infrastructure Gaps
- Workforce and Professional Development Challenges
- Family and Community Engagement Barriers

Updates

- 2025 Special Session and 2027 Legislative Session
- Pre-K Teacher Leadership Cohort Informational Meetings
- Pre-K Workshop for principals and administrators
- Infrastructure Grant

Reference 2.05(A), 4/1/26 Board Meeting

Lisa Satory | CCSD Appointed Trustee | April 21, 2025



Core Four Bridge Work Updates- Pre-K

Responsive Actions

- Establish a workgroup to identify specific barriers to teacher retention
- Focus on family engagement and developmentally appropriate instruction
- Collaborate with Nevada System of Higher Education partners
- Developmentally appropriate instruction is integrated in all professional learning
- Working groups and targeted workshops
- UNLV partnership for autism teachers and leaders

Reference 2.05(A), 4/1/26 Board Meeting

Lisa Satory | CCSD Appointed Trustee | April 21, 2026



Clark County School District Pre-Kindergarten Structured Friday Teacher Expectations

Monthly family engagement is required for all Pre-Kindergarten (Pre-K) programs. It is recommended that Pre-K teachers prepare a schedule of activities for every Friday with the building administrator's approval. The [Structured Fridays Log](#) can be used to track these weekly activities.

Monthly Required Activities

- Provide data-based Tier II instruction with parents/guardians
- One family engagement workshop must be provided ([Early Childhood \(EC\) Department Website](#))
- Participate in early childhood professional learning opportunities throughout the school year (register on [Enterprise Learning Management System \(ELMS\)](#), keywords: Early Childhood)

Weekly Required Activities for Licensed Staff and/or Support Professionals

- Enter and evaluate observational data in Teaching Strategies™ GOLD®
- Use Teaching Strategies™ GOLD® data to plan instruction, develop Creative Curriculum® lesson plans, and prepare materials
- Create/update displays for instruction
- Clean and sanitize classroom furniture, equipment, and materials
- Rotate materials for centers, restock art supplies, and create missing labels
- Individualized Education Program data analysis, writing, and participation
- Weekly prep time for all teachers, with the exception of deaf and hard of hearing and Kids Integrated Delivery of Services program teachers (250 minutes for full-day program licensed and 90 minutes for half-day program licensed staff)

Additional Activities for Licensed Staff and Support Professionals

- Attend program-specific meetings and trainings
- Participate in site data-based decision-making teams
- Conduct parent/guardian conferences to assist with individual goals and discuss student progress
- Team meetings and collaboration with site staff
- Update NEPF evidence
- Clean Pre-K playground and gross motor equipment
- Update Infinite Campus contact logs and student confidential files
- Kindergarten transition activities
- Prepare materials and presentations for monthly family engagement workshops

Administrative Information for Structured Fridays

- The following items are accessible on the [EC Department Website](#):
 - Parent family engagement and Teaching Strategies™ GOLD® checkpoint dates
 - Professional learning schedule and descriptions
 - Parent workshop module resources
- Coaching, support, and technical assistance will be provided to teachers from their assigned project facilitator

Contact Information

For additional information, please contact Dr. Delilah Krasch, director, Early Childhood Department, at (702) 799-7479 or via email at krascd@m.ccsd.net.

Student Services Division
Early Childhood Department

January 2026

Core Four Bridge Work Updates- Early Literacy

Root Causes

- Instructional Quality and Implementation
- Teacher and Leader Professional Development and Support
- Family Engagement and Foundational Readiness

Responsive Actions

- Prioritize systemic implementation of Tier I, Tier II, and Tier III expectations
- Implement intensive support across the Clark County School District (CCSD)
- Provide high-dosage literacy tutoring
- Differentiated professional learning plans
- Audit of internal and external resources
- Comprehensive plan to engage community providers

Reference 2.05(A), 4/1/26 Board Meeting

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Core Four Bridge Work Updates- Early Literacy

Updates

- Literacy and Language Development Plan
- Expansion of Reading Skills Centers
- School Support Cycles
- Literacy Instructional Leaders Institute
- Teaching and Learning Cycle Courses
- Data-Informed Decision-Making Flowcharts
- Districtwide Professional Learning Plan
- The Lifting Literacy Liberation Coalition (L3)
- The Leaders Readers Network
- Bright Futures Campaign



Core Four Bridge Work Updates- MS Math

Middle School Mathematics

Root Causes

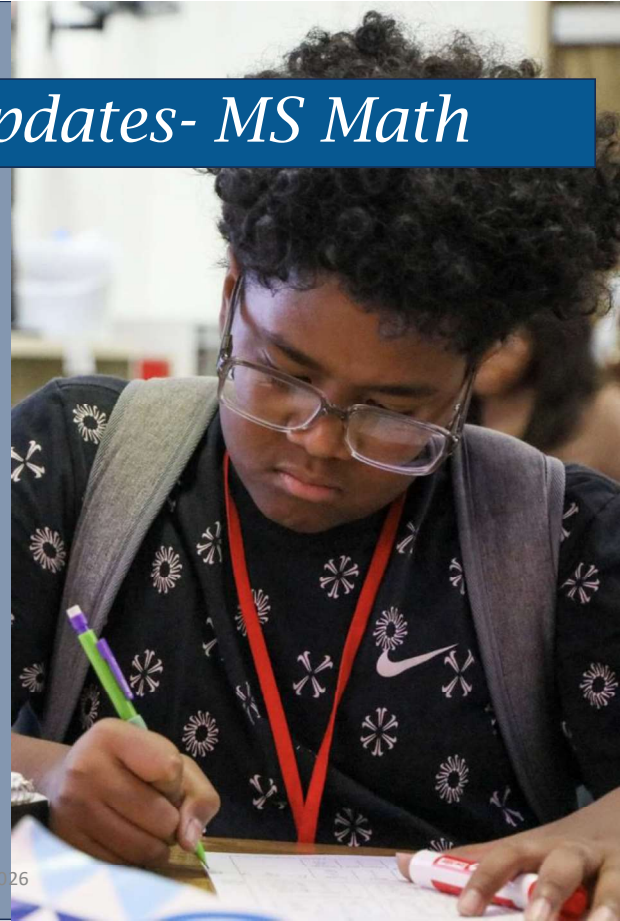
- Leadership and Systemic Support Deficiencies
- Teacher Professional Knowledge and Instructional Practice Gaps
- Curriculum, Assessment, and Grading Alignment Issues

Responsive Actions

- Strengthen and ensure teacher capacity
- Ensure one teacher leader and one administrator at each middle school
- Increase the focus on small-group instruction
- Offer math supervisor professional learning
- Strengthen teachers' mathematical pedagogy
- Re-establish common semester exams
- Adjustments to current grading practices

Reference 2.05(A), 4/1/26 Board Meeting

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Core Four Bridge Work Updates- MS Math

Updates

- Mathematics Course Progressions
- Professional learning to build educator capacity
- Mathematics Instructional Leaders Institute
- Working group monthly meetings
- Professional learning for mathematics teachers and learning strategists
- Mathematics Instructional Leaders Institute
- Middle school semester exams
- Professional learning to build educator capacity
- CCSD Grading Guideline

Reference 2.05(A), 4/1/26 Board Meeting

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Which educator did you select? (grade level/content, years of experience, etc.)	2nd grade teacher, 18 years experience
Why did you select this educator?	This educator has struggled with student engagement and high leverage math instruction, and as admin, we have heard her make comments about practices she is using that reflect ineffective decision-making and instruction. We feel that we need to take a deep dive into the planning process as well as her teaching practices.
What does this educator need and how do you know?	This teacher needs to understand what engagement in math looks like (productive struggle, discourse, etc.) and she needs to increase her ability to see whether her students are engaged in the lesson. From there, she needs to incorporate practices that are effective in increasing engagement. She also needs to plan purposefully for the various student levels in her room.

1. Pre-observation interview notes:	
Questions	Notes
What topic will you and your students be working on in this lesson?	Topic 14: Addition, Subtraction and Length Focus Standard: 2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
What mathematical ideas are embedded in this lesson?	Teacher and Grade Level Team looked closely at the Teacher Clarity Guide for Topic 14 to identify the mathematical ideas: Clarity Guide Solve problems by adding or subtracting length measurements. -Add or subtract to solve problems about measurements. -Add and subtract to solve measurement problems by using drawings and equations. -Add and subtract on a number line. -Choose the best tool to use to solve problems.
What do you plan to teach in the lesson I am going to observe?	14.2 will be the focus for the lesson.
Lesson 14-2 Learning Intentions	2.1 I am learning to solve measurement problems about measurement.
Lesson 14-2 Success Criteria	2.1.A. I can write an equation with a question mark to represent the unknown. 2.1.B. I can draw a picture to solve addition or subtraction problems involving length. 2.1.C. I can solve for the unknown using addition or subtraction in a problem involving length.

Core Four Bridge Work Updates- Readiness

Workforce and College Readiness

Root Causes

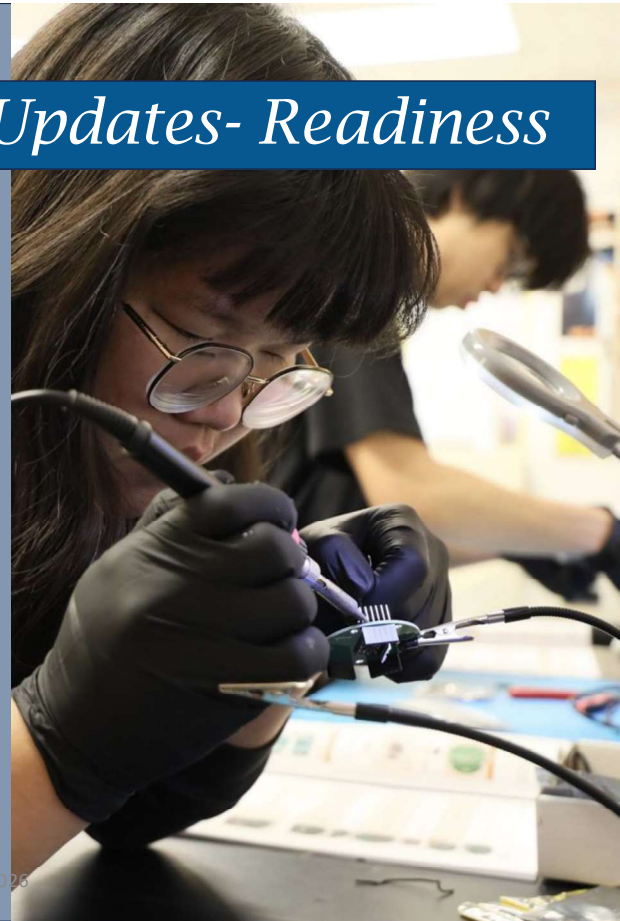
- Systemic Pathway Design and Implementation Flaws
- Educator and Counselor Knowledge, Beliefs, and Support Gaps
- Workforce and Resource Shortages (Talent Pipeline and Materials)

Responsive Actions

- Create and embed a master schedule auditing tool
- Scale Work-Based Learning capacity
- Leveraging higher education partners
- Integrate family engagement workshops
- Comprehensive communication strategy
- Professional learning to counselors
- CTE master scheduling reset and training series

Reference 2.05(A), 4/1/26 Board Meeting

Lisa Satory | CCSD Appointed Trustee | April 21, 2026



Core Four Bridge Work Updates- Readiness

Responsive Actions

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- Leveraging higher education partners
- Integrate family engagement workshops
- Comprehensive communication strategy
- Professional learning to counselors
- CTE master scheduling reset and training series
- Actively advertise opportunities through multiple channels
- Identify and propose revisions to provisions that may limit access for CTE instructors
- Explore funding gaps for CTE coursework and pathway

Reference 2.05(A), 4/1/26 Board Meeting

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Core Four Bridge Work Updates- Readiness

Strategic Master Scheduling

- Designing master schedules around Career and Technical Education (CTE) pathways, sequencing courses to ensure access to advanced-level coursework options aligned to degree requirements.
- Guiding students through 4-year academic and career planning using career coaching, advising, and transparent course catalogs.

Advanced-Level Coursework Opportunities

- Aligning coursework with general education degree requirements to ensure students earn essential college-aligned credits without unnecessary classes.
- Analyzing multiple data points and customized academic planning to ensure equitable access to advanced-level coursework.

Work-Based Learning Experiences

- Expanding work-based learning through internships, hiring fairs, field experiences, and strong employer partnerships across every CTE program.
- Offering Career and Technical Student Organizations and industry-recognized credentials to provide real-world application, leadership development, and career readiness within each pathway.

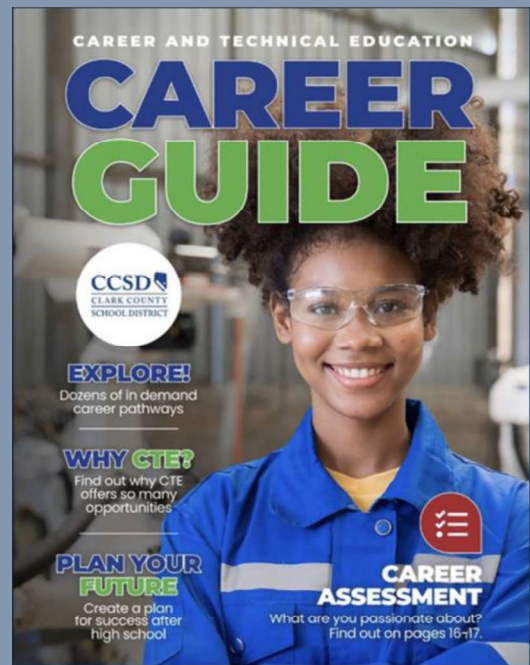
Student and Family Engagement

- Engaging families with newsletters, multilingual communication, open houses, preview nights, student ambassadors, and campus-wide events and festivals.
- Leveraging higher education partners through workshops, information sessions, and onsite guidance on college and career pathways.

Core Four Bridge Work Updates- Readiness

Updates

- CTE Career Guides
- Career coaching, advising, and transparent course catalogs
- Advanced-level coursework opportunities
- Reducing Licensed Vacancies
- Revising Critical Labor Shortage List
- 2027 Legislative Session Preparation



Educational Priority Areas Updates- Athletics

Independent Status for 4A and 5A Football Programs within CCSD

- The high school principals of the 4A and 5A aligned football programs in the Clark County School District (CCSD) have formally
- notified the Nevada Interscholastic Activities Association (NIAA), pursuant to NAC 385B.202(2), that their football programs will be on Independent Status for the 2026-2027 and 2027-2028 realignment cycle.
- The identified programs will enter Independent Status for a minimum of two years in accordance with NIAA regulations. During this period, the football program will not participate in any NIAA-sanctioned postseason competition, including league, regional, or state championship playoffs.





Data Requests

- Spring Surplus Updates- reported Thursday, April 9, 2026

	Licensed Employees	Counselors	Support Professionals	Administrators
Number of employees currently identified for surplus in the 2026-2027 school year	418	34	436	63
<u>Current</u> number of known vacant positions in CCSD 2026-2027 school year	207	2	221	8
<u>Pending</u> vacant positions: Newly funded ELL and Nevada Ready Pre-K and Early Childhood Special Education	150		180	
Number of separations, largely due to retirements, that CCSD experienced in the 2024-2025 school year	1,552		1,701	94

Community Engagement Updates

FACILITY MASTER PLAN

BUILDING BRIGHTER FUTURES

YOUR VOICE. YOUR SCHOOLS. YOUR FUTURE!

The Community Forums are open to the public, giving students, families, staff, and community members the opportunity to share their input on the buildings and facilities that serve our schools.

Eastside Tuesday, April 6 th El Dorado High School - Library 6:00 pm - 7:30 pm	Paradise Wednesday, April 8 th Orr Middle School 6:00 pm - 7:30 pm	Spring Valley Wednesday, April 13 th Clark High School 6:00 pm - 7:30 pm
North LV Monday, April 20 th Jo Mackey Middle School 6:00 pm - 7:30 pm	Indian Springs Tuesday, April 21 st Indian Springs High School 6:00 pm - 7:30 pm	North Las Vegas Wednesday, April 22 nd Mojave High School 6:00 pm - 7:30 pm
Centennial & Summerlin Tuesday, April 23 rd Arbor View High School 6:00 pm - 7:30 pm	Virgin Valley Wednesday, April 22 nd Virgin Valley High School 6:00 pm - 7:30 pm	East Las Vegas Thursday, April 27 th Bringer Middle School 6:00 pm - 7:30 pm
Eastside Monday, April 27 th Bridger Middle School - Library 6:00 pm - 8:30 pm	 SCAN ME	

FOOD & BEVERAGES PROVIDED

For More Information visit:
fmp.ccsd.net

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Green Valley Wednesday, April 20 th Schofield Middle School 6:00 pm - 8:30 pm	Laughlin Thursday, April 23 rd Laughlin Junior/High School 6:00 pm - 8:30 pm	Moapa Tuesday, May 5 th Moapa Valley High School 6:00 pm - 8:30 pm
Sandy Valley Wednesday, April 29 th Sandy Valley School 6:00 pm - 8:30 pm	Historic West Side Monday, May 4 th Tidwell Elementary School 6:00 pm - 9:30 pm	Eastside Tuesday, May 6 th Desert Pines 6:00 pm - 8:30 pm
Henderson Wednesday, May 8 th Paradise High School 6:00 pm - 8:30 pm	Spring Valley Monday, May 11 th Irvine Park Middle School 6:00 pm - 8:30 pm	Boulder City TBD Boulder City High School 6:00 pm - 8:30 pm
Paradise Wednesday, May 6 th Orr Middle School 6:00 pm - 8:30 pm	Southern Highlands Thursday, April 27 th Bridger Middle School 6:00 pm - 7:30 pm	

VIRTUAL MEETINGS
 Available in English and Spanish

Sat, April 25th | 10:00 am - 11:30 am
 Sat, April 26th | 6:00 pm - 7:30 pm (SPANISH ONLY)
 Sat, April 28th | 10:00 am - 11:30 am (SPANISH ONLY)
 Sat, May 9th | 10:00 am - 11:30 am (SPANISH ONLY)
 Sat, May 9th | 6:00 pm - 7:30 pm
 Mon, May 11th | 6:00 pm - 7:30 pm (SPANISH ONLY)
 Mon, May 19th | 10:00 am - 11:30 am
 Mon, May 19th | 6:00 pm - 7:30 pm

FOOD & BEVERAGES PROVIDED

For More Information visit:
fmp.ccsd.net

Superintendent Mid-Year Performance Report



SUPERINTENDENT MID-YEAR PERFORMANCE REPORT

Overall District Progress

- **Academic Growth:** 136 schools improved their star ratings on the Nevada School Performance Framework (NSPF) and the graduation rate rose to 86.6%, a 5.1 percentage-point increase from the prior year
- **Staffing Stability:** We began the 2025–2026 school year with over 16,000 classrooms staffed by licensed teachers, the most classrooms staffed by licensed teachers in more than a decade
- **Operational Excellence:** Only 3% of schools experienced major operational issues on the first day of school—and every issue was resolved within 24 hours
- **Renewed Investment:** Secured \$15.8 million in major philanthropic gifts, signaling increased confidence in the District
- **Improved Engagement:** Parent/guardian perception of CCSD’s transparency and openness rose from 60.27% to 71.14%, a 10 percentage-point increase from 2024
- **External Recognition:** Earned official Cognia accreditation alongside multiple leadership awards
- **Bright Futures Initiative:** Visited 528 homes in Fall 2025 to support student enrollment and 853 homes in Spring 2026 to address chronic absenteeism and provide families with supports

Reference 4.02(A)

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Superintendent Mid-Year Performance Report

SUPERINTENDENT MID-YEAR PERFORMANCE REPORT



Co-Designed Strategic Plan

Target 5.1 - Complete a revised District Strategic Plan (co-designed with the community), including data measures for each performance outcome identified.

- **Destination District Survey**
 - Received nearly 48,000 responses (63% from students) in over 130 languages
- **Community Leader Interviews**
 - Held 112 interviews with community leaders
- **What We Heard So Far Report**
 - Published findings from the Destination District survey and community interviews, providing a synthesis of stakeholder feedback to inform the final Strategic Plan
- **Community Dream Sessions**
 - Held nine Community Dream Sessions to brainstorm strategic plan goals across the county and had over 1,000 community members participate
- **Philanthropic Partnership**
 - Secured \$6.5 million in private contributions for innovation pilots without impacting the general fund Reference 4.02(A)

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Superintendent Mid-Year Performance Report



SUPERINTENDENT MID-YEAR PERFORMANCE REPORT

Operation: Destination District

Districtwide Efficiency Study

First comprehensive evaluation since 2011 to optimize operations and send more dollars to the classroom

Building Brighter Futures

Launching a facility master plan to ensure every student has access to cutting-edge programs and the specialized support they need to thrive

District Strategic Plan

Complete the co-designed roadmap with defined performance measures for every outcome

Reference 4.02(A)

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Questions?

We are
CCSD

Lisa Satory | CCSD Appointed Trustee | April 21, 2026