THE SUPERINTENDENT'S FIRST 100 DAYS



We are CCSD

LETTER FROM SUPERINTENDENT JHONE EBERT



To our community members,

After 100 days in the role as Clark County School District (CCSD) Superintendent, it is clear that our district is at a pivotal moment for students, families, staff members, and our entire community.

CCSD has big challenges to tackle to become the *Destination District* for students and families. Yet I am confident that we have the talent and support in place to transform our public schools - together.

My 100-Day plan was built on a commitment to ensure CCSD is open and intentional in everything we do, with one main goal in mind: creating the best possible outcomes for our students and their families.

In this report, we will outline progress on projects identified and completed in the 100-Day plan in four key areas:

- **Rekindling the passion of our staff**
- **Improving the way we communicate**
- **Growing our partnerships**
- **Rebuilding trust**

I'll be frank with you: In collaboration, we plan to make major changes throughout our district to meet the needs of our students. We can't do that until we transform our culture into one focused on trust and shared responsibility. I believe we took major steps in that direction in my first 100 Days.

The 100-Day plan is just the beginning. Here are our next steps:

- This report outlines Bridge Work in the "Core Four" to guide our efforts in the 2025–2026 school year. It focuses on four key academic areas: Pre-Kindergarten, early literacy, middle school mathematics, and workforce and college readiness.
- I also ask the community to participate in our upcoming strategic planning process, where we will create a community vision for the long-term success of our children and schools. We will launch a new strategic plan by the end of the 2025–2026 school year.

With appreciation,

Jhone Ebert

Superintendent of Schools

Our vision is to make CCSD the *Destination District* for students and families.

But what does this look like? Being a *Destination District* means:

- **Increased student outcomes and enrollment:**
  More students choosing CCSD, and those students achieving at higher levels.
- **Educators who feel respected, fulfilled, safe, and committed:**
  A thriving professional environment for our team.
- **Community stakeholders who are aware of and support CCSD's priorities:**
  Strong partnerships and active engagement with the broader community.

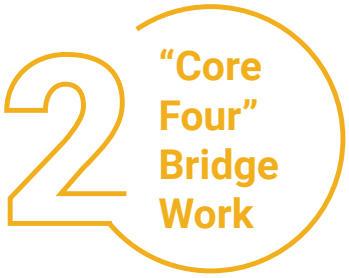


We must act now to transform CCSD into a *Destination District*. How do we co-create an ambitious vision and reshape our system?

Our initial work will happen in three phases:



In Superintendent Ebert's first 100 days, we created a foundation with our team and our community to begin a transformation of the CCSD climate and culture, so that we are poised to make major systemic changes - together.



Throughout the 2025–2026 school year, we will build on the success of efforts we have already seen in our "core four" academic areas of focus (Pre-K, early literacy, middle school mathematics, and workforce and college readiness). We'll also hold community listening sessions and study best practices.



Our strategic plan, set to be released in late Spring 2026, will guide our vision and our day-to-day priorities. It will outline our goals and strategies to become a *Destination District*.

"Early Wins" in the first 100 Days:

- ✓500 Pre-K seats added at 33 schools
- ✓The highest number of licensed educators on board for the opening day of school, resulting in improved teacher/student ratios and working conditions.
  - Filled more than 16,000 classrooms with licensed teachers
    - More than the 2024–2025 school year (15,574 classroom teachers)
    - More than the 2023–2024 school year (15,004 classroom teachers)
  - 98% of classrooms were filled with a licensed teacher, a recent record
  - Teacher retention has increased from 90% in 2022–2023 to 94.4% in 2023–2024
- ✓Smooth start to the school year operationally on the first day:
  - Successfully opened seven new school campuses, including the brand-new South Career and Technical Academy
  - 97.5% of school bus routes ran on time
  - Only 3% of schools had calls for service for major operating issues, such as air conditioning failure, and all major operating issues were resolved within the day
- ✓Completion of teachers' contract at the start of the school year
  - 97% of teachers who voted ratified the contract

We are CCSD


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REPORTING ON THE SUPERINTENDENT'S FIRST 100 DAYS

RE-ENERGIZE THE PASSION • STRENGTHEN COMMUNICATION ENGAGE IN PARTNERSHIPS • REBUILD TRUST




Clark County Board of School Trustees
CCSD
CLARK COUNTY
SCHOOL DISTRICT

RE-ENERGIZE THE PASSION

for public education throughout our community.

What this means:
We are creating an environment where all teachers and staff feel valued, empowered, and proud of the incredible work they do for students every day.

Launched districtwide efforts to **contact families who have disengaged** from CCSD to provide resources, assess well-being, and foster renewed engagement.

Initiated a new staff **"Temperature Check Survey"** that measures our team's level of connection with their work, and a **"Passion Team"** to continue re-energizing our employees beyond the Superintendent's first 100 days.

Planned, coordinated, and announced **structured connection and collaboration opportunities for multiple employee groups.**



Coordinated more than **520 family home visits** and **called more than 4,400 families** in August 2025.



Distributed **3,714 Exemplary and 1,169 Perfect Attendance Certificates** to CCSD employees.



Recognized **161 CCSD employees** with newly added 35-year service pins and **32 employees** with 40 or more years of service.



STRENGTHEN COMMUNICATION

by providing consistent proactive communication and customer service.

What this means:

CCSD is evolving to provide more timely, accurate, and relevant information when we communicate with our stakeholders: families, employees, students, elected officials, and all community members.

Collaborated with CCSD employees on a Customer Service Team to develop **CCSD CARES**, a districtwide plan, including standards and a professional learning program, which will launch on **staff development day in October**.

Analyzed our employee onboarding process to improve support for all staff, from their first day through their first year, identifying key training gaps, particularly in central office-based positions.

Created a new website for community members to report school zone traffic safety concerns, produced a video with local leaders promoting safety, and launched the first **School Traffic Safety Working Group** to identify and address issues countywide.



Interviewed **about 90 employees and community members** for an analysis of our community engagement efforts.



Launched updated communication for employees and parents that includes a refreshed weekly parent newsletter sent to **over 294,000 CCSD parents/guardians**.



Created regular video updates on key topics generating over **89,000 community views** on CCSD social media platforms.


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ENGAGE IN PARTNERSHIPS

that spark bold innovation in our school buildings.

What this means:

We are redesigning the way we engage with partners. Our schools should be hubs of innovation and opportunity for every student. We can't do that alone. Community partnerships uplift our students and will help CCSD reach our ambitious goals.

Established **partnership protocols** for schools, partners, and volunteers to simplify procedures, streamline support, create clear engagement pathways, and connect each school with a key community partner to **boost collaboration** and student success.

Created a partner recognition system that will acknowledge our partners' significant contributions to support key CCSD initiatives like attendance and literacy.

Amplified the voices of students and staff in our communications, including launching the *Destination District* podcast, which aligns policy discussions with student perspectives and experiences.

Held the first meeting of the School Community Partnership Program Action Council, which invited **37 community leaders** to generate community support for CCSD initiatives.

Launched a new "Community Connection" newsletter going to **4,000 community members** that highlights the impact of our partners in our schools.

Analyzed 23.2 million page views to ccsd.net to inform a redesign of the CCSD website, set to launch this fall.


EXIT
YOU'LL HAVE QUESTIONS
WE HAVE ANSWERS
SUBARU
Love-Encore™
SCHEDULE YOUR
LOVE ENCORE NOW!
Findlay
SUBARU
OF LAS VEGAS
FOX
KVVU

REBUILD TRUST

with clear expectations and open dialogue.

What this means:

We're committed to being transparent and creating systems that hold us accountable. We want the community to feel that we're all in this together, with a shared responsibility for our students' success.

Answered requests for a **districtwide directory** listing employees within departments for school-level questions or concerns. The directory is being integrated into existing systems and will **automatically update** when staff change positions or leave the district.

Started regular meetings with a **Principal Focus Group and the Superintendent's Student Advisory Committee**, and created a **Teacher Advisory Group and Parent Advisory Group.**

Initiated Community-Driven Strategic Planning and the schedule for a long-term strategic planning process to be held during the **2025–2026 school year.**

Finalized a contract with the Clark County Education Association that **increased the total compensation amount for our 19,000-plus licensed professionals by 10%**.

Opened the school year with one of the lowest numbers of classroom teacher vacancies in recent history - **2% of classrooms were unfilled on the first day of school.**

Completed media interviews, online outreach, and community meetings about the 100-Day plan, totaling an **estimated audience of over 966,000.**


What's a Breakfast?
ServSafe
CERTIFICATION
DONNA CAPUTE
A
FOOD HANDLER
Valerie Salazar
Certified Food Protection Manager
FOOD HANDLER
Rita Gomez
Certified Food Protection Manager
WPW
Elementary School
WPW
Elementary School
Adult Meals

"CORE FOUR" BRIDGE WORK

PRE-KINDERGARTEN • EARLY LITERACY
MIDDLE SCHOOL MATH • WORKFORCE AND COLLEGE READINESS





While we are preparing to co-design our long-term strategic plan with the community, we recognize the immediate, continued need to focus on improving student achievement.

Our “Core Four” for the 2025–2026 school year will drive our academic efforts by concentrating on four key areas where we’ve seen progress and have an opportunity to accelerate student outcomes:

- **Pre-Kindergarten**
- **Early Literacy**
- **Middle School Math**
- **Workforce and College Readiness**

During the Superintendent’s first 100 days, our Teaching and Learning team identified and analyzed the root causes preventing continued progress in these “Core Four” areas.

The following sections of this plan outline how we will address these challenges by focusing on our strengths, including high-quality Tier I instruction, the Science of Reading, effective monitoring and interventions, and our proven Teaching and Learning Cycle.



PRE-KINDERGARTEN

CCSD sees a significant gap in Kindergarten readiness that often correlates with socioeconomic status and access to quality Pre-K programs. This gap leads to long-term academic underachievement for many children who are not Kindergarten-ready. While we are adding 500 Pre-K seats in the 2025–2026 school year, **here's what's next:**

- **Create capacity** for additional Pre-K seats
- Establish a **cohesive, countywide strategy** to enroll our most at-risk students
- Provide our teachers with **support and professional learning**



EARLY LITERACY

CCSD has increased literacy proficiency in the third grade from 35.7% in 2021 to 46.1% in 2025, but we must accelerate our growth in this area. Research demonstrates that achieving literacy by the third grade is correlated with higher success in reading and English Language Arts in middle school and beyond.
Here's what's next:

We need to continue to differentiate instruction to best meet the needs of students through **Tier II and Tier III interventions**

Teachers and school leaders need **ongoing support, professional learning, and coaching** to effectively teach reading and implement effective practices and structures

Continue to work with our community partners to **offer resources to help families overcome barriers**



MIDDLE SCHOOL MATH

CCSD has increased 8th-grade math proficiency from 21.8% in 2021 to 40% in 2025, but we also must accelerate growth in this area. Middle school math achievement is a proven predictor of high school graduation and workforce success.

Here's what's next:

Provide teachers and administrators with support and professional learning to effectively implement best practices and ensure **strong mathematical pedagogy to build conceptual understanding**

Strengthen and ensure teacher capacity on Tier II supports such as **small group instruction and reteaching**

Re-establish common semester exams and ensure that exams are consistent for mathematics courses taught for high school credit



WORKFORCE AND COLLEGE READINESS

CCSD has seen significant growth in dual enrollment classes, the number of students with AP scores of 3 or higher, and the percentage of students who passed workplace readiness skills assessments. Here's what's next to ensure every student has a clear pathway for how their time in high school aligns with their college and career plans after graduation:

Align education pathways with **workforce and preparation needs**

Ensure coherent, sequenced enrollment in full pathways

Develop **personalized, aligned postsecondary plans** for students

LONG-TERM STRATEGIC PLANNING

We're ready to start co-creating our long-term strategic plan with you.

Students, families, staff, and community partners will all have a meaningful role in shaping our district's priorities. This strategic plan will be our "North Star," guiding all our work.

Here is the timeline for creation of the strategic plan:

Fall 2025 and Winter 2026
Community Listening Sessions

Winter 2026
Development and Refinement of Plans

Spring 2026
Launch of Plan

Summer and Fall 2026
Incorporating the plan into all strategies for the 2026–2027 school year—and beyond



APPENDIX — 100-DAYS SUMMARY

Re-Energize the Passion

Progress Indicators

Indicators of successful progress within the first 100 days.

- Employees will understand the expectations for the 2025–2026 school year related to academic focus and staying the course on impactful efforts.
- Employees' efforts and successes will be recognized regularly by multiple means.
- Employees in multiple employee groups will have access to purposeful, structured opportunities for professional collaboration.
- Employees will have the opportunity and means to share their level of connection and passion with their work and the District.
- The Superintendent and Deputy Superintendents will collaboratively engage with schools and a broad representation of stakeholder groups.

Early Wins

Accomplishments already completed within the first 50 days

- ✓Recognized employees with 40+ years of service. Staff members with 40+ years of service were recognized with a plaque and brunch with Superintendent Ebert and District leaders.
- ✓Enhanced Leadership Presence to Honor Students at Graduations. Trustees, Superintendent Ebert, and District leaders attended graduation ceremonies, and participation was expanded to include Directors and Coordinators from across the District.
- ✓Expanded CCSD Extended Leadership Team Collaboration. The Extended Leadership Team was invited to participate in the June 2025 Nevada Association of School Superintendents (NASS) Superintendent's Academy.
- ✓Convened Talent Team. The Talent Triage Team was established and convened to provide recommendations on cultivating an environment of connection, empowerment, pride, and trust, where innovation and collaboration are valued and fostered.
- ✓Increased Clarity, Communication, and Engagement. Superintendent Ebert has met with staff, students, and families. Additionally, the community has received increased messaging from Superintendent Ebert, and stakeholders have been informing the facility master plan.
- ✓PBLWorks Pilot School Project Increased for 2025–2026. Project-Based Learning (PBL) ensures that all students achieve key content standards and skills, as well as develop lifelong success skills like critical thinking, communication, and collaboration. Ten additional schools will join the PBLWorks Pilot School Project during the 2025–2026 school year.
- ✓Confirmed commitment to Tier I Expectations. School leaders were provided with guidance confirming continued districtwide expectations for Tier I instruction and adhering to pacing guides and standards.
- ✓Enhanced communication regarding school choice. Updated the COSA process to Open Enrollment for the 2026–2027 school year, simplifying communication for parents and increasing access to choice education opportunities.

- ✓Provided summer professional learning to educators at all levels, including 245 summer professional learning sessions for elementary school educators, 182 summer professional learning sessions for middle school educators, and 143 summer professional learning sessions for high school educators.
- ✓Responded to student and parent summer school needs. Extended Nevada Learning Academy summer school registration, resulting in 1,377 additional course registrations.
- ✓Updated Senior Academic Load Exemption process to maintain accountability for seniors with a reduced load while reducing paperwork and administrative processing for school staff.
- ✓Updated course progressions for grades 6–12 mathematics, creating defined pathways and options for students, setting the stage for implementation in the 2026–2027 school year.
- ✓Realigned region school supervision, aligning leaders with elementary and secondary experience and expertise to provide greater support to school administrative teams.
- ✓Increased access for candidates to initial administrative and principal positions by extending the administrative eligibility pools (e.g., aspiring school administrator and aspiring school principal) from three years to five years.
- ✓Developed a proposal to accommodate rural schools and prison schools operating on a 4-day week by cross-functionally identifying a mechanism to facilitate staffing requirements while increasing instructional time for students.
- ✓Enabled a competency-based learning pilot and rolling course completions via cross functionally identifying a methodology within District Systems.
- ✓Implemented a Campaign to Recruit Recent Graduates to Work at CCSD. The campaign attracted recent graduates to support professional roles, generating strong interest. Ongoing targeted outreach will continue throughout the summer to connect graduates with career opportunities across the District.
- ✓Invited WestEd to present data on the GRAD Score, which showed statistically significant impact of interventions on 1-star schools in recent years and validated the efforts of Teaching and Learning efforts.
- ✓Provided professional learning for Specialized Programs Teacher Assistants (SPTAs) and Resource Instructional Assistants (IAs), required professional learning onboarding for all SPTAs that is grounded in research and best practices regarding: behavior interventions, data collection, prompt hierarchy, crisis aversion and de-escalation strategies and personal care and health needs of students.
- ✓Adopted advanced AI tools with enterprise-grade security & privacy for educational and administrative purposes, and released for all CCSD Administrators, demonstrating foresight and a commitment to modernizing district operations while protecting data privacy.

APPENDIX — 100-DAYS SUMMARY

Completed 100-Day Actions

Actions necessary to ensure progress

- ✓Established and published a clear vision with key initiatives for the 2025–2026 school year. The vision was presented to District leadership in July 2025 and to all administrators at the 2025–2026 Back-to-School Kickoff in August 2025. District leadership shared the commitment to solving for root causes of gaps related to Pre-Kindergarten, Early Literacy, Middle School Mathematics, and Workforce and College Readiness. It also highlighted expectations for the school year, such as the use of Tier I instructional materials and consistent Professional Learning Communities.
- ✓School staff and community volunteers conducted coordinated home visits to support students who were chronically absent in the previous year. This initiative, known as the Bright Futures Community Walk, was implemented by 19 schools from Regions 1, 2, 3, and The Transformation Network. The home visits, which took place on August 25 and 26, 2025, provided resources and support to approximately 600 students and their families to promote renewed engagement. The teams used a standardized script during the visits to offer support for academic challenges, provide information about free tutoring and English classes, and share alternative educational options within the District.
- ✓Implemented a recognition program for employees who exhibited exemplary attendance during the 2024–2025 school year. The program recognizes staff members who demonstrate a consistent commitment to showing up for their roles. Eligibility for all employee groups, including licensed, support, administrators, and school police, is based on taking three or fewer sick days. Qualifying employees received certificates at the beginning of the school year.
- ✓Ensured the introduction of expectations for the 2025–2026 school year and broad and deep success recognition were included in the 2025–2026 back-to-school kickoff celebrations. The celebration was designed to leave attendees with a sense of appreciation and inspiration and provide a clear understanding of the shared expectations for the upcoming school year. The event recognized a wide range of successes, including improvements in instruction and employee retention, the high rate of parental involvement, and the dedication of staff and community members. Specific successes highlighted included perfect student attendance, the number of home visits conducted, and the value of scholarships earned by students.
- ✓Planned, coordinated, and announced structured connection and collaboration opportunities for multiple employee groups. An analysis of existing opportunities for different employee groups has been completed and plans for providing opportunities for all employee groups are underway. Working groups created with representatives from various employee groups are developing protocols and guidance to facilitate collaboration activities.
- ✓Connected CCSD social media accounts to all main school accounts before the opening of school and developed a model to ensure engagement with and promotion of school accounts throughout the year. The District now monitors social media daily and amplifies positive news and achievements from school accounts as well as for schools without active accounts. All schools will be celebrated throughout the school year.
- ✓Developed and distributed a staff “temperature check” survey to measure their level of connection and passion with their work and the District. Preliminary data will enable deeper analysis of working conditions and employee satisfaction across the District. Responsive actions and recommendations for deeper investigation and analysis will follow in September 2025.

- ✓Established a permanent “Passion Team” to continue and expand the work to re-energize the passion beyond the Superintendent’s first 100 days. Team membership is being expanded to include representatives from multiple stakeholder groups and diverse work locations and experiences. The Passion Team plans to meet regularly throughout the school year.
- ✓Assessed Middle School Athletics Eligibility within Regulation 5112 to allow one-time transfers for middle school sports.
- ✓Reviewed the Grading Policy regarding student absences during exams. Actual formative assessment scores are given and must be submitted by established deadlines.
- ✓Reviewed the Grading Policy regarding student absences during exams. Actual formative assessment scores are given and must be submitted by established deadlines.
- ✓Distributed the Nevada Department of Education’s Portrait of a Nevada Learner at each school and central office. Additionally, provided professional learning sessions to District leadership for successful implementation.
- ✓Conducted a root cause analysis with principal supervisors to prioritize instructional improvements in Pre-K, Read by Grade 3, middle school mathematics, and workforce and college readiness.
- ✓Implemented a pilot for a competency-based learning model in select schools to personalize instruction and support student mastery with site-based leaders.
- ✓Reinstituted the Read By Grade 3 initiative and conducted monthly professional learning sessions for collaboration with learning strategists.

Strengthen Communication

Progress Indicators

Indicators of successful progress within the first 100 days.

- Employees will have access to professional learning on the District’s expectations for communication protocols, response times, and standardized feedback processes.
- District leaders will be able to articulate strengths and areas for improvement related to internal and external communication in order to meet the needs of multiple stakeholders.

Early Wins

Accomplishments already completed within the first 50 days

- ✓Established and filled Impactful Leadership Positions. Prioritizing the placement of leaders, including the Deputy Superintendents, Chief Financial Officer, Chief Community Engagement Officer, and new Region Superintendents, enables an analysis of the current state of affairs and reorganization/alignment of divisions and departments.
- ✓Convened Customer Service Team. The Customer Service Triage Team was established and convened to provide recommendations on proactive communication and exceptional customer service, enabling stakeholders to feel valued and motivated to support student achievement.

APPENDIX — 100-DAYS SUMMARY

- ✓Involved the Community on Facility Master Plan Community Feedback. CCSD is actively seeking community feedback on its Facility Master Plan, which guides how school facilities are used. This indicates a commitment to involving the community in district planning.
- ✓Regularly briefed on the Legislative Session. CCSD Government Relations shared weekly emails detailing highlights from the legislative session and potential impacts on CCSD. Engaged with legislators to support District priorities.
- ✓Implemented customer service surveys within the Human Resources Unit. The surveys evaluate key service indicators and a structured review and follow-up protocol was implemented to support accountability and drive continuous improvement in service delivery.
- ✓Strengthened relationships with employee bargaining groups. The Superintendent initiated early meetings with representatives of employee bargaining groups, opening communication pathways and partnerships.

Completed 100-Day Actions

Actions necessary to ensure progress

- ✓Finalized the comprehensive districtwide customer service plan before the opening of the 2025–2026 school year. It outlines an objective to establish a culture of exceptional customer service to enhance trust and engagement among all stakeholders and contribute to student success. The plan also details goals and strategies, including the implementation of customer service standards and the use of the “6 C’s” of customer service.
- ✓Designed and initiated a comprehensive professional learning program on the new districtwide customer service plan. The plan outlines new professional learning opportunities, with a goal of launching them in late Fall 2025. The new on-demand modules, based on the CCSD CARES framework, will introduce participants to the District’s customer service standards and explore the critical role of customer service in student success, family engagement, and community trust.
- ✓An analysis of the strengths, weaknesses, opportunities, and threats (SWOT) surrounding the district’s communications, government relations, and marketing functions was completed. This analysis involved developing a methodology and tools to assess current communication practices, identify target audiences, and evaluate the effectiveness of existing channels and messages. Data collection for the analysis was initiated. Interviews for this analysis were conducted with over 75 stakeholders, including district leadership, principals, non-profit organizations, and media representatives.
- ✓Initiated an analysis of the onboarding process for all employee groups and prepared a recommendation for improvement. The analysis reviewed the stages of a new employee’s journey, from initial touchpoints through their first year of employment, progressing from onboarding/orientation to induction, mentorship, and professional growth. The analysis identified that the employee support cycle is well-structured for key school-based roles but needs to be extended to other employee groups, such as school-based support professionals, central office staff, and executive leaders.

- ✓Established a permanent "Customer Service and Communication Team" to continue and expand work to re-energize passion within the district. This committee, composed of school principals and central office administrators, was created to define a clear philosophy and set standards for customer service across the organization and to guide the definition of customer service, establish standards, and communicate the value of these standards throughout the District.
- ✓Implemented Bi-Weekly Principal Round Table Sharing Sessions with principals to engage with school leaders and to seek immediate feedback on improving student achievement and operations.
- ✓Conducted media events to inform and connect with the broader community.
- ✓Participated in radio interviews to share the District's vision and initiatives with the public.
- ✓Established the *Destination District* podcast to engage and share information about initiatives, vision, and strategic alignment with all stakeholders.

Engage in Partnerships

Progress Indicators

Indicators of successful progress within the first 100 days.

- Volunteers, philanthropists, and partners will have a clear path for engagement with the District and Schools.
- District leaders will have the means to ensure that partnerships encourage innovation and advance District priorities while fostering meaningful connections with our community.
- All partners will be recognized and celebrated to signal the beginning of a broader CCSD partnership network.

Early Wins

Accomplishments already completed within the first 50 days

- ✓Increased visibility within the community. Superintendent Ebert has been visiting schools and engaging with staff and students, emphasizing the importance of collaboration between families, educators, the Board of School Trustees, and community partners in supporting students. Superintendent Ebert outlined courses of action at the Pre-K–12 Principal Meetings in May and has been a frequent face in direct communication with staff and the public.
- ✓Convened Innovation Team. The Innovation Triage Team was established and convened to provide recommendations on partnership strategy, alignment with district priorities, and methods for restoring community trust.
- ✓Support from Local Foundations and Donors. The District has received contributions and programmatic support from local philanthropic partners, including donations of supplies, books, and funding for student-centered events and enrichment programs.
- ✓Re-energized partnership with the City of Henderson and Region 3, participating in City agenda review briefings to allow for increased communication and dialogue.
- ✓Engaged with the City of Las Vegas and the City of North Las Vegas to support elementary and middle school participation in Junior Achievement's JA Biztown.

APPENDIX — 100-DAYS SUMMARY

- ✓Partnered with the Las Vegas Raiders to expand and elevate middle school flag football across Southern Nevada by integrating CCSD into the Silver and Black Flag Football League, providing equipment, apparel, gameday recognition, and free educational opportunities, all at no cost to the district or families, in an effort to grow the sport and improve student outcomes.
- ✓Engaged with the Southern Nevada Health District to participate in a simulated drill exercise to prepare for a joint response to a potential measles case.
- ✓Partnered with legislators, employee bargaining groups, community leaders, and advocates to ensure positive outcomes from the 2025 legislative session. As a result, a significant body of legislation that will positively impact students was implemented, and a significant body of potential legislation that would have negatively impacted students was prevented.
- ✓All media outlets have access. The Superintendent has conducted interviews with all of the local media outlets and continues to be available for requests.

Completed 100-Day Actions

Actions necessary to ensure progress

- ✓Created and distributed school and partner protocols by September 4, 2025. The protocols were developed to foster meaningful and enduring connections with the community. They outline a need to create and maintain a full list of partners, clearly define pathways for partners to engage with the District, and streamline the process for schools to request support. The protocols also aim to ensure all District policies are followed, provide partners with the necessary tools, and connect every school with at least one community partner.
- ✓Created and distributed volunteer protocols. The protocols provide clear guidance on how schools can request support from volunteers and how individuals and community partners can engage with the district and its schools. The protocols also outline the process for individuals to volunteer at specific schools and for community partners to provide ongoing programming or services on school campuses. Additionally, the protocols address the requirement for volunteers who will have unsupervised contact with students to be fingerprinted.
- ✓Designed and implemented a tiered partner recognition system. This system was developed to define sponsorship categories and provide meaningful acknowledgment to partners for their support. It includes three tiers: Superintendent's Leadership Circle, which recognizes contributions of $100,000 or more; Principal's Honor Society, for contributions between $50,000 and $99,999; and Scholar's Alliance, for contributions from $25,000 to $49,990. The system also includes the development of branded assets that partners can display to reinforce their affiliation with the District.
- ✓By September 4, 2025, Implement a Partnership Marketing Plan that includes a website, branded materials, social media messaging, and multilingual outreach content to promote the initiative and increase awareness and understanding of the school and partner protocols and partner recognition systems.

- ✓Convened the School Community Partnership Program Action Council to continue and expand work to foster, manage, and leverage collaborative relationships with external organizations, businesses, non-profits, government agencies, and families. The council is a coalition of business, non-profit, and community leaders who will meet every other month. The council's charge is to accelerate student success and build a positive perception of the District through strategic collaborations. The council will also help to celebrate the many success stories through media and community networks, and support key initiatives such as chronic absenteeism, literacy, and graduation rates.
- ✓Drafted, designed, and circulated the first edition of a quarterly partnership newsletter. The plan for the newsletter was to dedicate one quarterly edition of the existing Community Connection newsletter to recognizing partners and providing potential partners with ways to support schools. The newsletter will highlight partners based on the tiered partner recognition system, with each edition featuring at least one partnership benefiting students, one benefiting team members, and one benefiting families.
- ✓Finalized the new website design and layout for a soft launch in Fall 2025. The new design was based on a comprehensive analysis of 23.2 million page views to understand user behavior and prioritize high-demand functions. The new site design will be fully mobile-responsive with a unified navigation system that addresses the needs of users seeking information on enrollment, careers, and schools, and addresses "hidden demand" from services previously buried in complex navigation structures.
- ✓Planned and initiated multiple opportunities for elevating student voice. A key initiative is the "*Destination District*" podcast, which serves as a flagship series to amplify the voices of students and staff and to highlight topical news about the District. The podcast will include a main segment called "Passing Period," which will be a student-centered discussion on student-centered topics.
- ✓Secured private funding sources to support District initiatives without relying on taxpayer dollars.
- ✓Engaged with local municipalities for innovation and student achievement collaborations.
- ✓Engaged with state and local legislators to build relationships and communicate District priorities and open communication channels.

Rebuild Trust

Progress Indicators

Indicators of successful progress within the first 100 days.

- Employees and the public will have access to a detailed list of all district-level committees (excluding Board committees) that clearly outlines each committee's purpose, method for feedback to the members, and decision-making processes, and also the chair, committee sponsor, or contact person.
- School leaders will regularly engage with peers within their region to build relationships, foster ongoing peer support, and engage in shared problem-solving.
- Employees will have access to a comprehensive, easily accessible district directory and will be able to easily reach key personnel within relevant departments for specific concerns.

APPENDIX — 100-DAYS SUMMARY

Early Wins

Accomplishments already completed within the first 50 days

- ✓Visibility in the Community and Events. Superintendent Ebert and District leadership have been very present in the community since her appointment. From inclusion of broader district leadership at state conferences to expanding representation at high school graduations and participating in a variety of community events and activities, this visibility in the community and in schools builds trust with all stakeholders.
- ✓Responsiveness to Staff Concerns. Employees have reported appreciation for a variety of experiences related to responsiveness, such as receiving phone calls from Superintendent Ebert in response to emails, immediate provision of access to requested tools, and observed a Deputy Superintendent's willingness to extend meeting times in order to respond to questions.
- ✓Convened Accountability Team. The Accountability Triage Team was established and convened to provide recommendations on cultivating an environment of transparent communication and genuine collaboration, where all voices are actively sought, valued, and utilized in decision-making.
- ✓Implemented recommendations of the Superintendent's Student Advisory Committee. Established a Student Support Working Group of high school students to improve mental health service accessibility through feedback, and required all schools to show a standardized safety video at every grade level.
- ✓Openly, candidly, and constructively collaborated with Nevada Legislative Counsel Bureau Auditors to facilitate the audit requirements of Assembly Bill 517 (2023 Legislative Session), codified in Nevada Revised Statutes (NRS) 218G.600.

Completed 100-Day Actions

Actions necessary to ensure progress

- ✓Developed and distributed a District-level committee resource that lists committees, describes the committee's purpose and decision making processes, and also provides a method for employees to provide ideas and suggestions to the committee chair, sponsor, or contact person.
- ✓Created and initiated a framework for a differentiated collaborative platform for building leaders.
- ✓Developed a framework that allows building leaders to engage in dialogue and create networks of support based on the needs of their individual site goals, including a calendar of dates for the entire school year with topics, and required agendas with notes after each meeting to be sent to administrators.
- ✓Communicated with principals the Region Collaborative meeting schedule.
- ✓Held the first collaborative meetings.
- ✓Initiated development of a refined districtwide directory that outlines all of the employees within departments who may be contacted for various school-level questions or concerns. This directory is being built into existing systems in a manner that will allow for automatic updating with staffing changes throughout the year.

- ✓ Established a preliminary schedule for community-driven long-term strategic planning to take place during the 2025–2026 school year.
- ✓Established new Artificial Intelligence Resource Hubs for support for schools and central office.
- ✓Initiated contract requests with all collective bargaining units for employees.
- ✓Finalized the collective bargaining agreement with the Clark County Education Association and approved by the Board of School Trustees on August 19, 2025.
- ✓Evaluated at-will employee contracts to ensure alignment with talent management and school support.
- ✓Facilitated monthly principal leadership meetings to foster open communication and empower staff.

APPENDIX — "CORE FOUR" BRIDGE WORK

Overview

As part of Superintendent Ebert's First 100 Days plan, the Teaching and Learning Unit completed a root cause analysis to identify the current status, root causes impeding progress, and potential solutions in four main areas of the plan: Pre-Kindergarten (Pre-K), Early Literacy, Middle School Mathematics, and Workforce and College Readiness. As a theory of action, by focusing on these key areas for the 2025–2026 school year, the Clark County School District (District) will be able to continue to make iterative progress toward positive student outcomes.

At the same time, the District is committed to staying the course on the things that are working, including but not limited to a commitment to high-quality Tier I instruction; the science of reading; monitoring, quick interventions, and maintaining support; and the Teaching and Learning Cycle.

The work of developing a new District strategic plan will be underway throughout the 2025-2026 school year, with implementation beginning in Spring/Summer 2026. In the interim, this root cause analysis can identify immediate actions that can be taken and lay the groundwork for the work to come through the long-term efforts ahead.

Pre-Kindergarten

Problem Statement

A significant and persistent gap in Kindergarten readiness exists, often correlating with socioeconomic status and access to quality Pre-K programs, leading to unequal educational trajectories and long-term academic underachievement for children who are not Kindergarten-ready.

Root Cause #1: Systemic Policy and Funding Deficiencies

A fundamental lack of sufficient, consistent, and coherent funding and policy support for early childhood education at both the state and federal levels leads to fragmentation and resource limitations. Currently, the District serves approximately 11 percent of all eligible students in Clark County with Pre-K programs. Funding for universal early childhood programming has not been prioritized at the state level, resulting in Pre-K programs not being available at all elementary schools. Nevada perennially ranks among the lowest states in per-pupil funding in the country, with the state ranking 46 out of 50 according to 2023 Census Bureau data, making it difficult to supplement federal and state funding for Pre-K programming. Federal and state funding sources are often dedicated to specific programs and populations with criteria and requirements that can both overlap and have gaps.

Responsive Actions

1. Continue working with the Nevada education community to lobby for funding to support statewide, universal, full-day Pre-K programs.
2. Increase the number of Pre-K programs implementing the Quality Rating and Improvement System (QRIS) to phase in more schools over time. Currently, the QRIS measurement is only in Nevada Ready Pre-K (NR!PK) Programs.

Root Cause #2: District-Level Prioritization and Infrastructure Gaps

The District has not prioritized deployment of resources toward Pre-K program support, including professional learning, curriculum adoption, facilities planning, and student eligibility. Principals' ability to implement and support Pre-K programming has not been prioritized in preparation programs, preferred candidate qualifications, or professional learning.

Responsive Actions

1. Identify children not currently enrolled in a Pre-K program and begin an outreach program to bolster enrollment, while also informing the community about all available Pre-K programs to ensure families are aware of their options and can make informed enrollment decisions.
2. Prioritize the development of additional Pre-K seat capacity within the District Facilities Master Plan, including but not limited to opportunities for early childhood centers, elementary school replacement schools, and identify high school career and technical education (CTE) programs to open Pre-K centers.
3. Develop professional learning on supervision and support of Pre-K programs within the Leadership and Professional Learning Division administrator preparation cohort for implementation starting the 2026-2027 school year.
4. Communicate and distribute Creative Curriculum "look fors" to site administrators and offer and promote additional professional learning to site administrators.

Root Cause #3: Workforce and Professional Development Challenges

Attracting, training, and retaining a skilled Pre-K workforce remains a significant challenge, particularly in specialized areas, such as special education and family engagement. The increasing workload for Pre-K educators, driven by legal requirements, student behavior concerns, IEPs, MDTs, BIPs, and accountability demands, has further reduced the applicant pool. Professional learning for teachers has not sufficiently emphasized strategies to foster authentic family engagement, and educators often hold conflicting or inconsistent understandings of high-quality, developmentally appropriate instruction (e.g., integrated, play-based) needed for Kindergarten readiness.

Responsive Actions

1. Establish a workgroup to identify specific barriers to teacher retention and develop actionable recommendations to improve retention.
2. Review current professional learning offerings available through the Curriculum and Instruction Division and create a plan to add opportunities focusing on family engagement and developmentally appropriate instruction.
3. Develop and host monthly small learning groups focusing on specific topics to enable teachers to collaborate and build relationships with other teachers in their area.
4. Implement regular IEP and FBA/BIP workshops where teachers can bring their work, receive assistance from both peers and the Early Childhood Department staff.
5. Collaborate with college and university partners to increase pipelines for Pre-K training and preparation programs.

APPENDIX — "CORE FOUR" BRIDGE WORK

Root Cause #4: Family and Community Engagement Barriers

Families often encounter barriers to accessing, enrolling in, and fully participating in Pre-K programs. Eligibility requirements, frequently tied to specific funding sources, can be difficult to navigate. For some underserved families, particularly those hesitant to share eligibility information for programs aimed at low-income households, concerns about documentation status can further limit access. Even after enrollment, competing demands on families can make ongoing engagement in Pre-K programs challenging.

Responsive Actions

1. Review and refine the current structure for Pre-K program enrollment to increase family support for accessing, enrolling in, and participating in Pre-K programs.
2. Collaborate with state leaders to identify and adopt alternative pathways to eligibility for the NR!PK program.
3. Collaborate with elementary principals, Pre-K teacher leaders, and designated parents/guardians to define common expectations for Early Childhood Structured Fridays and increase principal ability to track, monitor, and evaluate implementation of Structured Friday activities (family engagement, Tier II instruction demonstrations for families, professional development, and cleaning/sanitizing classroom materials).

Early Literacy

Problem Statement

Over half of the students in the District are not achieving grade-level proficiency in reading by the critical benchmark of the end of third grade, as evidenced by consistent underperformance on the Smarter Balanced Assessment Consortium (SBAC) assessment in English language arts (ELA).

Root Cause #1: Instructional Quality and Implementation

- Districtwide implementation of Tier I curriculum and the Teaching and Learning Cycle has driven sustained early literacy gains over the past three years. However, inconsistencies in Tier I instruction and limited use of Tier II and Tier III interventions persist. Teachers need targeted support, professional learning, and adequate preparation time to plan effective instruction. Resistance to District adopted materials and the ongoing need for quality coaching remain barriers to consistent implementation.

Responsive Actions

1. Continue to prioritize systemic implementation of Tier I, Tier II, and Tier III expectations, the Teaching and Learning Cycle, and structured Professional Learning Communities (PLCs) districtwide.
2. Create "tiger teams" to provide intensive support across the District to refine and enhance early literacy structures and programs, focusing on schools with the greatest needs.
3. Develop and implement a plan to provide high-dosage literacy tutoring, focusing on schools with the greatest needs.
4. Strengthen PLC effectiveness by identifying successful models, replicating them districtwide, and providing administrators and teacher leaders with ongoing support for Tier I and Tier II instruction.

5. Incorporate professional learning, coaching protocols, and support for school-based administrators, Read by Grade 3 learning strategists, ELA coaches, and teacher leaders to school-based coaching and instructional support.

Root Cause #2: Teacher and Leader Professional Development and Support

Effective reading instruction requires teachers and school leaders to have the skills, knowledge, and ongoing support that come from targeted professional learning, coaching, and strong data literacy. School leaders need guidance in strategically planning and delivering differentiated support, coaching, and structured professional learning with consistent follow-up. Teachers need support in systematically interpreting formative and summative data to guide instruction and reteaching, while also fostering student connection and addressing individual needs.

Responsive Actions

1. Develop and implement a system that allows school leaders and school supervisors to identify needs and establish differentiated professional learning plans to support early literacy.
2. Incorporate activities into the Professional Growth System that allow teachers to accrue Contact Units (CUs) based upon targeted professional learning needs identified through data and observation.
3. Create “look for” documents aligned with professional learning opportunities and share them with coaches and supervising administrators, to help embed new learning into daily instruction.
4. Expand professional learning opportunities that connect instructional practices directly to student formative and summative data.

Root Cause #3: Family Engagement and Foundational Readiness

- External factors play a significant role in a child’s readiness and ongoing support for literacy development. The District can strengthen efforts to communicate clearly with families, fostering a shared commitment to early literacy and a clearer understanding of academic expectations. Additionally, a comprehensive review of both internal and external resources has yet to be conducted to determine how they can be best leveraged to support early literacy instruction.

Responsive Actions

1. Conduct an audit of internal and external resources available to schools and families to support early literacy, organize them in a clear, user-friendly manner, and share these resources through multiple District platforms.
2. Develop a comprehensive plan to engage community providers and coordinate external resources to support families with early literacy.
3. Review and refine the Every Day Matters attendance initiative to include clear academic expectations and shift the focus from compliance and enforcement to identifying of barriers and providing supports.

APPENDIX — "CORE FOUR" BRIDGE WORK

Middle School Mathematics

Problem Statement

Low mathematics proficiency in middle school remains a persistent challenge in the District, with a substantial number of students failing to reach grade-level mastery on the SBAC. These foundational gaps hinder readiness for rigorous high school mathematics and science, technology, engineering, and mathematics (STEM) pathways, limiting access to higher education and career opportunities, and perpetuating cycles of academic underachievement.

Root Cause #1: Leadership and Systemic Support Deficiencies

The District has not provided mathematics supervisors with sufficient or consistent support to effectively oversee and monitor mathematics instruction. Increased support is needed to help school leaders develop comprehensive plans for school-based mathematics support. A lack of cohesive systems for aligning standards and course sequences is a root cause, leading to gaps in middle school mathematics where students missed significant grade-level standards. Additionally, the District does not require professional learning for administrators or teachers on implementing Tier II interventions, such as small group instruction and tutoring.

Responsive Actions

1. Adjust existing professional opportunities to strengthen and ensure teacher capacity in mathematics instruction, with an emphasis on Tier II supports such as small group instruction and re-teaching.
2. Develop and implement a professional learning plan for one teacher leader and one administrator at each middle school to lead school-based mathematics professional learning through a train-the-trainer model.
3. Increase the focus on small-group instruction in middle schools by implementing principal professional learning and collaboration on implementation structures, requiring administrators to complete one NEPF cycle focused on small group instruction, and training administrators on "look-fors."

Root Cause #2: Teacher Professional Knowledge & Instructional Practice Gaps

- The District must strengthen professional learning to address effective instructional strategies (e.g., scaffolds, differentiation, clarity) and the use of curriculum materials. The current system lacks a way to verify a teacher's content knowledge during hiring and does not provide consistent, job-embedded coaching. Content knowledge sessions were implemented in the 2024–2025 school year and are being expanded this year to fill in the gaps from previous years.

Responsive Actions

1. Develop a plan to attract and retain mathematics teachers in at-risk schools.
2. Facilitate principal collaboration to establish effective structures for providing mathematics professional learning to teachers at the school level.
3. Establish and implement a structure to align instructional mathematics strategists and Region-Level coaches with subject-area expertise to support a defined portfolio of schools.

Root Cause #3: Curriculum, Assessment, and Grading Alignment Issues

- Lack of common planning time to unpack standards leads to misaligned instruction, and the absence of high-stakes exams at the middle school level can impact student motivation and comprehensive content mastery. Our grading policy may encourage students to abuse the retake policy, leading to apathy.

Responsive Actions

1. Implement weekly common planning time for mathematics teachers at all middle schools.
2. Develop and deliver professional learning to strengthen teachers' mathematical pedagogy and deepen their understanding of curriculum connections.
3. Re-establish common semester exams and ensure that exams are consistent for mathematics courses taught for high school credit.
4. Identify and implement quick, high-leverage adjustments to current grading practices.

Workforce and College Readiness

Problem Statement

Despite strong CTE enrollment and completion numbers, the District continues to experience inconsistent alignment between advanced coursework, workforce needs, and meaningful student outcomes. Many students are not participating in thoughtfully integrated pathways, and misalignment persists between middle school preparation, high school course sequencing, and labor market demands. Additionally, students are often enrolled out of sequence, dropped into programs midyear, or take CTE coursework as stand-alone electives, ultimately preventing them from completing full pathways and earning associated credentials.

Root Cause #1: Systemic Pathway Design and Implementation Flaws

The manner in which career pathways are designed, prioritized, integrated, and scaled across the District is inconsistent, often due to ingrained practices, lack of strategic goal-setting, and insufficient resources for critical pathway components like Work-Based Learning (WBL). Master schedules often fail to fully integrate CTE pathways with the related academic core, and some schools utilize CTE programs as electives and not career pathways. With the lack of SMART Goals last year for the middle schools, there was a lack of strategic planning and reflection to guide pathway development. It appears there is a focus on enrollment numbers versus student outcomes in Advanced Placement (AP) courses. Additionally, there are insufficient District resources and staffing to coordinate WBL and credentialing opportunities based on enrollment and completion numbers.

Responsive Actions

1. Leverage higher education partnerships to provide parent workshops.
2. Integrate family engagement workshops into the current school calendar that align with course selection and application timelines.
3. Create and embed a master schedule auditing tool, into the principal monitoring tool, to allow school supervisors to assist with strategic adjustments for the upcoming school year.
4. Identify a model to scale WBL capacity for student participation.

APPENDIX — "CORE FOUR" BRIDGE WORK

5. Provide professional learning to administrators and counselors to strengthen career exploration at the middle school level so students enter high school equipped to make thoughtful and informed pathway choices. High schools will, in turn, design master schedules that intentionally provide space for advanced-level coursework and CTE pathways aligned with these choices.

Root Cause #2: Educator and Counselor Knowledge, Beliefs, and Support Gaps

Educator knowledge, skills, beliefs, and professional growth are vital to student guidance, rigorous curriculum implementation, and pathway completion. Yet, gaps in training and a shared vision persist. Principals and counselors are not adequately prepared to inform parents about career pathways, and assistant principals need deeper curriculum training in this area. Counselor preparation must align with workforce and college readiness, ensuring strategic course placement based on long-term goals. Limited PLC collaboration, especially among CTE and AP educators, reduces pedagogical exchange, while District Professional Learning Goals remain misaligned with advanced coursework outcomes. Overreliance on PSAT scores for placement further limits student opportunities.

Responsive Actions

1. Develop a comprehensive communication strategy to share CTE and AP pathways with students, families, and staff.
2. Provide professional learning to counselors on how to use data and appropriate tools when assisting students in selecting pathways.
3. Launch a CTE master scheduling reset and training series by delivering professional learning to all principals, curriculum assistant principals, and counselors on building coherent, academically aligned CTE pathways.
4. Update the District graduation requirements to align with students' workforce and college readiness needs.
5. Establish high-yield PLCs for teachers of CTE and AP courses.

Root Cause #3: Workforce and Resource Shortages (Talent Pipeline and Materials)

External and internal factors affect the supply of qualified personnel and necessary materials for effective pathway delivery, particularly in CTE, including financial disincentives, systemic recruitment challenges, and funding for resources. A lack of competitive pay leads to a shallow pipeline of CTE licensed educators. The current language of the teachers' negotiated agreement contains limiting clauses. There is a lack of state and federal support for recruitment into teacher preparation programs and a lack of funding for instructional materials for CTE.

Responsive Actions

1. Offer targeted retention bonuses, improved salary schedule placement, or other financial incentives to staff hard-to-fill positions, and actively advertise these opportunities through multiple channels to attract qualified candidates.
2. Review the District/CCEA negotiated agreement to identify and propose revisions to provisions that may limit access for CTE instructors.
3. Map current funding gaps for CTE coursework and pathways and develop priority recommendations to present for the next legislative session.


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