

Student Success Coordinator

Position Details

Reference Code: A065

Division: Teaching and Learning Unit

Classification: Licensed Administrator

Terms of Employment: Step 40 of the Unified Administrative Salary Schedule,
11 Months

FLSA STATUS: EXEMPT

Position Summary

The role of the Student Success Coordinator is to be an educational leader and advocate for students of diverse cultural backgrounds and experiences. He/she will actively support the school to ensure that a strong commitment to improving academic and social achievement of students is evident. This position functions to assist the principal in developing the skills and talents of staff and students through rigorous learning experiences, supportive relationships, and relevant real-life applications. This position is directly responsible to the school principal and/or designee.

Essential Duties and Responsibilities

The list of Essential Duties and Responsibilities is not exhaustive and may be supplemented.

1. Provides leadership in the area of academic, behavioral, and social-emotional prevention and intervention.
2. Supports, mentors, and models best practice instructional strategies and techniques.
3. Develops, conducts, and oversees professional learning related to and the implementation of instructional practices, Multi-tiered System of Supports (MTSS) and Restorative Approaches.
4. Coordinates programs, workshops, special events, and meetings designed to inform, train, motivate, recognize, and engage parents/guardians.

5. Assists the principal in developing strategies in alignment with the Clark County School District's strategic plan.
6. Develops and implements systems and structures to ensure every student has a supportive, positive, and meaningful relationship with an adult on campus.
7. Assists the administrative team in leading staff in the development and implementation of District and building-level goals relating to cultural competency and student learning.
8. Accepts responsibility for the attendance, conduct, health, and safety of students.
9. Serves as a member of the school SafeVoice multidisciplinary team and conducts investigations and interventions related to the tips, which includes providing prevention and intervention steps and measures.
10. Persuades and motivates parents/guardians to become involved in effective activities that increase student achievement and encourage students to stay in school.
11. Works closely with school communities and external agencies as the site liaison to ensure access to needed services.
12. Attends and provides supervision at school events and activities.
13. Helps resolve problems that impede student learning and/or participation in school activities.
14. Serves as site liaison for student safety, transitional placements, wellness, and student engagement.
15. Assists with the supervision and evaluation process for teachers in alignment with the Nevada Educator Performance Framework (NEPF) Evaluation System.
16. Conducts frequent classroom observations with actionable feedback conversations in alignment with the NEPF Teacher Instructional Standards and Indicators and Professional Responsibilities Standards to promote reflection and growth.
17. Analyzes and interprets school-level data; works with administrative staff to develop school performance plans that improve student academic growth and overall wellness of all students.
18. Interprets and implements District policies and regulations, statutes, laws, and collective bargaining agreements (CBA).
19. Assists the administrative team in maintaining a school organizational team (SOT), which must include; parents, students, licensed, administrative, and support professional personnel, in accordance with Nevada Administrative Code (NAC) Chapter 388G.
20. Assists the administrative team in leading a diverse staff, student body, and the community in the development and implementation of building-level goals focused on the improvement of student learning.

21. Assists the administrative team in establishing building-level priorities in the context of community and District priorities and student/staff needs through the SOT.
 22. Assists the administrative team in planning and developing the school strategic budget with input from the SOT; allocates and adjusts fiscal and material resources which are aligned with student achievement data to target services and supports to promote school improvement.
 23. Assists the administrative team in establishing a school climate that promotes equal opportunities for all students; positive conduct and positive attitudes and values.
 24. Performs other duties and obligations related to the position, as assigned by the building principal.
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Position Expectations

1. Demonstrates strong knowledge of cultural competency and provides professional development in successful implementation of culturally competent strategies school-wide and utilizes responsive communication and engagement strategies with all members of the school community.
 2. Demonstrates the ability and desire to establish positive relationships with persons regardless of race, color, religion, sex, gender identity or expression, sexual orientation, national origin, genetics, disability, age, or military status or other characteristics protected by applicable law, with an active commitment to equal opportunity for all students and staff.
 3. Demonstrates the ability to communicate effectively in both written and verbal form with the ability to make clear, persuasive presentations to diverse groups.
 4. Demonstrates success in exercising good judgement, insight, self-awareness, integrity, and cultural responsiveness when interacting with diverse employees, students, and patrons.
 5. Demonstrates knowledge regarding K-12 educational issues, mandates, and trends that positively impacts student achievement, teacher effectiveness, and school management.
 6. Effective skills in planning, organizing, and coordinating activities.
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Position Requirements

Education and Training

An earned master's degree from an accredited college or university.

Licenses and Certifications

Hold or be able to acquire, by time of appointment to the position, a Nevada school administrative endorsement, as appropriate.

Experience

1. Successful completion of the Clark County School District's Leadership Preparatory Academy or at least one (1) year of successful experience as an administrator in an accredited K-12 public or private setting. (Site-based administrative experience is strongly preferred.)
2. Have previously demonstrated at least five (5) years of successful licensed teaching experience in an accredited K-12 public or private school **and** be able to acquire, by time of appointment to the position, a Nevada school administrative endorsement **(or)** have previously demonstrated at least three (3) years of successful licensed teaching experience in an accredited K-12 public or private school **and** currently hold a valid Nevada school administrative endorsement.
3. Successful performance in the position held at the time of application.

Preferred Qualifications

Strong preference will be given to those candidates who can share various types of specific school or District data that improved as a direct result of their leadership.

When applying for an administrative position, candidates must meet the minimum qualifications as listed on the appropriate position vacancy announcement.

AA/EOE Statement

The Clark County School District is proud to be an equal opportunity employer. The Clark County School District is committed to providing all applicants and employees equal employment opportunities without regard to race, color, religion, sex, gender identity or expression, sexual orientation, national origin, genetics, disability, age, or military status or other characteristics protected by applicable law. Here at Clark County School District we are a diverse group of people who honor the differences that drive innovative solutions to meet the needs of our students and employees. We believe that through a culture of inclusivity we have the power to reflect the community we serve.

Job Revision Information

- Revised: 03/29/22
- Created: 06/27/19

