

Clark County School District

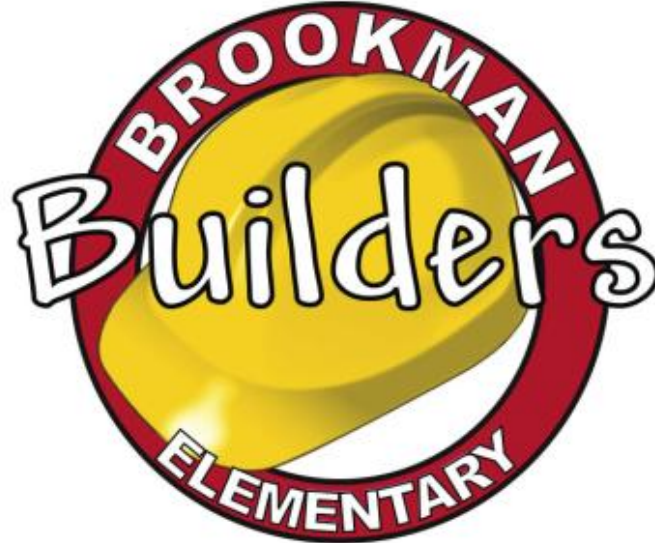
Brookman, Eileen B. ES

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 3 Star School

Title I



District Approval Date: August 12, 2026

Mission Statement

Brookman Elementary School fosters a positive learning environment that addresses the cognitive, physical, cultural, social, and emotional needs of students, and encourages them to become self-directed, lifelong learners. Brookman Elementary will provide opportunities for students to learn, communicate effectively, solve problems competently, think critically and creatively, and act responsibly. These goals are best achieved when a strong partnership is in place, encompassing home, school, and community.

Vision

The students of Brookman Elementary School will possess a strong foundation upon which future successes can be built.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/clark/eileen_b_brookman_elementary_school/2024/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Kindergarten MAP Mathematics data from Fall 2025 to Spring 2026 showed a decrease in students in the LowAvg area from 64 students to 20 students. Kindergarten also increased in the HiAvg area from 15 students in Fall 2025 to 55 students in Spring 2026 in MAP Mathematics, and second grade was close behind with a 24 student increase in the HiAvg range from Fall 2025 to Spring 2026. Second grade also lowered the LoAvg group of students from 36 to 15 on the Spring 2026 MAP Math Assessment

Student Success Areas for Growth

AB335

Decrease the LEP achievement gap in Math from 14% (61st percentile- MAP Spring 2026) to 9% by Spring 2027, based on Focus Ed/i-Ready.

Decrease the LEP achievement gap in Reading from 21% (61st percentile- MAP Spring 2026) to 16% by Spring 2027 based on Focus Ed/i-Ready.

An area for growth remains a full understanding of the standards, tier 1 instruction, and purposeful planning in mathematics across all grade levels. As a school, students increased their math proficiency on MAPS from 63% to 79%. However, students in the fourth grade were flatlined on MAP Mathematics from Fall 2025 to Spring 2026. From Winter 2025 to Spring 2026, on the third-grade MAP Mathematics assessment, there was an increase in the LoAvg range by 2 students, and a decrease in the HiAvg range by 9 students. On the first-grade MAP Mathematics assessment, students in the HiAvg range decreased from 66 in Winter 2025 to 64 in Spring 2026.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students may experience barriers related to language access, communication, belonging, and navigating school support systems.	Strengthen language-accessible student support systems by providing translated family communication, multilingual resources, peer connections, and intentional check-ins. Staff will monitor attendance, engagement, and participation data to identify students needing additional support and connect them with appropriate school resources.

Student Group	Challenge	Solution
Foster/Homeless	Students may experience instability that affects attendance, engagement, belonging, and access to school resources.	Provide coordinated wraparound support through collaboration among counselors, social workers, administrators, and community partners. Staff will identify barriers to attendance and participation, connect students and families with available resources, and provide consistent adult check-ins to strengthen school stability and engagement.
Free and Reduced Lunch	Economic barriers may affect students' access to basic needs, extracurricular opportunities, technology, and other resources that support school success.	Increase access to school-based and community resources by proactively connecting students and families with food, technology, academic, extracurricular, and other support services. Staff will monitor attendance and engagement indicators and provide targeted supports before barriers negatively affect student success.
Migrant/Title1-C Eligible	Student mobility and changes in learning environments may create barriers to continuity, attendance, engagement, and connection to school.	Strengthen transition and continuity supports by coordinating with Title I-C/Migrant staff to monitor enrollment, attendance, academic progress, and student needs. Staff will provide timely orientation, transition support, family communication, and connections to school resources when students enter or move between learning environments.
Racial/Ethnic Minorities	Students may experience disparities in access, belonging, participation, discipline, and connection to school support systems.	Strengthen culturally responsive student success practices by reviewing attendance, discipline, participation, and engagement data by student group. Staff will identify opportunity gaps, strengthen student voice and belonging, and implement targeted mentoring, relationship-building, and support strategies to ensure equitable access to opportunities and resources.
Students with IEPs	Students may experience barriers related to self-advocacy, participation, accommodations, social-emotional needs, and access to school activities and support systems.	Strengthen coordinated student support and self-advocacy by ensuring students understand and can access their accommodations, supports, and school opportunities. General education, special education, counseling, and support staff will collaborate to monitor student engagement, attendance, and progress and adjust supports based on individual student needs.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): There was a previous decline in MAP mathematics scores over time in grades 3 through 5, with a many students scoring in the LoAvg (0-40) range. The school's MAP mathematics scores have continuously been below the district average.

Critical Root Cause: Inconsistent tier I mathematics instruction and alignment of student tasks and assessments to standards.

Problem Statement 2 (Prioritized): As evidenced by SBAC and WIDA Assessment Data, the problem is ELs are performing below other identified student groups at the school level.

Critical Root Cause: The low performance of ELs in language proficiency and content achievement is due to students lacking skills, specifically the ability to read, write and speak using academic language in English.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Collaboration amongst staff to conduct rounds and provide feedback to peers. 97% of the time the teacher engages most students with generally relevant and worthwhile tasks (IS 2.1). Over 91% of the time, the learning activities outlined in the lesson plan aligned to the standard being taught. 91% of teachers and students understood what the students were learning.

Adult Learning Culture Areas for Growth

Full understanding of the standards, tier 1 instruction, and purposeful planning. After our last instructional round, only 81% of teachers felt student tasks were aligned to the standard and meet the full intent of the standard and only 71% of teachers felt the learning intentions and success criteria matched the standard and the student task.

Overall, only 59% of students understood how they would know if they had learned the concept taught (IS 4.1).

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Staff may need additional professional learning on language-accessible instructional practices, including academic language development, student discourse, and scaffolds that support English Learners while maintaining rigorous expectations.	Strengthen language-accessible mathematics instruction by incorporating explicit academic vocabulary, visual representations, sentence frames, structured mathematical discourse, and opportunities for students to explain their mathematical thinking. During instructional rounds, staff will examine whether these strategies are increasing access and achievement for English Learners and adjust instruction based on student evidence.

Student Group	Challenge	Solution
Foster/Homeless	Staff may have varying levels of awareness of the academic, SEL, and engagement barriers experienced by students experiencing homelessness or foster care, resulting in inconsistent identification and support.	Provide individualized academic and social-emotional supports in collaboration with the counselor, social worker, and other support staff. Staff will identify barriers that may affect consistent engagement or academic progress, monitor students' needs, and coordinate targeted interventions and resources to support continued growth in mathematics.
Free and Reduced Lunch	Staff may need greater awareness of how economic barriers can affect student access, participation, and engagement, and may not consistently identify or address these barriers through classroom and school practices.	Increase access to targeted mathematics support and enrichment through flexible small-group instruction, intervention opportunities, and access to learning resources. Teachers will use formative assessment data to identify unfinished learning, provide targeted instruction, and monitor progress, ensuring students have equitable opportunities to demonstrate advanced mathematical understanding.
Migrant/Title1-C Eligible	Staff may need a greater understanding of how mobility, interrupted enrollment, and transitions between learning environments can affect student continuity and engagement.	Provide coordinated, responsive academic support based on student mobility, instructional history, and identified mathematics needs. Staff will collaborate with the appropriate Title I-C/Migrant personnel to maintain continuity of instruction, identify gaps in learning, and provide targeted intervention and enrichment as students transition between learning settings.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Staff may have differing levels of understanding of the culturally responsive practices and how implicit bias, expectations, and instructional decisions can contribute to opportunity gaps among racial and ethnic student groups.	Strengthen culturally responsive and equitable mathematics instruction by ensuring students see their experiences and perspectives reflected in learning opportunities while maintaining high academic expectations. Teachers will review achievement and instructional data by student group, identify potential opportunity gaps, and implement targeted Tier I and intervention strategies to increase mathematics growth.
Students with IEPs	Staff may have an inconsistent understanding of accommodations, specially designed instruction, and effective collaboration between general and special education, which can result in inconsistent implementation of student supports.	Strengthen alignment between specially designed instruction, accommodations, and Tier I mathematics instruction by using IEP goals, progress-monitoring data, and classroom evidence to identify specific learning needs. General education and special education staff will collaborate to provide targeted scaffolds, monitor student progress, and adjust interventions while maintaining access to grade-level mathematical content.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Lack of rigor because teachers are at different levels with understanding the standards, differentiation, and aligning their instruction to meet the standards.

Critical Root Cause: Many teachers are new to Brookman ES, long-term substitutes, as well as, teachers are trying to teach all standards in isolation instead of integrating when possible. Teachers teaching the textbook and not the standards.

Connectedness

Connectedness Areas of Strength

Maintained a 95% or over participation rate throughout the three panoramic student surveys for the 25-26 school year of all 3rd, 4th, and 5th graders. There was a increase in the number of students stating they are able to control their emotions when needed.

Connectedness Areas for Growth

Students averaged 70% in regards to the questions related to Social Awareness. However, of the questions in the Social Awareness category, the area of clearly describing your feelings was significantly lower than the other questions. Growth is needed in this area for students to communicate their feelings, regulate their emotions, and increase social awareness.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students may experience barriers to building relationships, participating in school activities, and feeling a sense of belonging due to language or cultural differences.	AB335 Strengthen belonging and peer connections through multilingual clubs, peer mentoring, culturally responsive activities, and intentional relationship-building with trusted adults. Staff will provide accessible opportunities for English Learners to participate, share their perspectives, and develop meaningful connections within the school community.

Student Group	Challenge	Solution
Foster/Homeless	Students may experience disruptions in relationships, school transitions, or housing stability that can make it difficult to develop consistent connections at school.	Establish consistent relationships with trusted adults by providing intentional check-ins, mentoring, peer connections, and opportunities for students to participate in school activities. Counselors, social workers, and staff will coordinate supports to help students maintain a stable sense of belonging and connection.
Free and Reduced Lunch	Economic barriers may limit students' participation in extracurricular activities, school events, and experiences that build peer and school connections.	Remove financial barriers to participation by ensuring equitable access to clubs, athletics, activities, events, and leadership opportunities. Staff will proactively connect students with available resources so that financial circumstances do not prevent participation or limit their sense of belonging.
Migrant/Title1-C Eligible	Student mobility and changes in schools or communities may interrupt relationships with peers, teachers, and school staff.	Build continuity of relationships during transitions by providing welcoming activities, peer connections, staff mentors, and transition check-ins. Title I-C/Migrant staff and school personnel will collaborate to help students quickly establish relationships and become connected to the school community.
Racial/Ethnic Minorities	Students may experience a lack of representation, a lack of belonging, or a lack of opportunities to see their identities and experiences reflected within the school community.	Strengthen culturally responsive belonging and student voice through inclusive activities, student leadership opportunities, affinity or cultural organizations, and opportunities for students to share their experiences. Staff will monitor student connectedness data by student group and use student feedback to identify and address barriers to belonging.

Student Group	Challenge	Solution
Students with IEPs	Students may experience barriers to participating in social, extracurricular, leadership, and classroom activities, which can affect their sense of belonging and peer relationships.	Increase inclusive participation and peer connection by ensuring students with IEPs have meaningful access to clubs, activities, leadership opportunities, and classroom collaboration. Staff will intentionally support peer relationships, student self-advocacy, and participation while using accommodations and individualized supports as needed.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): With changes that CCSD made midstream to the Panoramic Student Survey, one of the lowest categories during the past school year was student social awareness. Only 57% of students said they were able to clearly describe their feelings in the last 30 days.

Critical Root Cause: Due to the pandemic and time spent outside of school, students are not able to clearly describe their feelings.

Priority Problem Statements

Problem Statement 1: With changes that CCSd made midstream to the Panoramic Student Survey, one of the lowest categories during the past school year was student social awareness. Only 57% of students said they were able to clearly describe their feelings in the last 30 days.

Critical Root Cause 1: Due to the pandemic and time spent outside of school, students are not able to clearly describe their feelings.

Problem Statement 1 Areas: Connectedness

Problem Statement 2: Lack of rigor because teachers are at different levels with understanding the standards, differentiation, and aligning their instruction to meet the standards.

Critical Root Cause 2: Many teachers are new to Brookman ES, long-term substitutes, as well as, teachers are trying to teach all standards in isolation instead of integrating when possible. Teachers teaching the textbook and not the standards.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: There was a previous decline in MAP mathematics scores over time in grades 3 through 5, with a many students scoring in the LoAvg (0-40) range. The school's MAP mathematics scores have continuously been below the district average.

Critical Root Cause 3: Inconsistent tier I mathematics instruction and alignment of student tasks and assessments to standards.

Problem Statement 3 Areas: Student Success

Problem Statement 4: As evidenced by SBAC and WIDA Assessment Data, the problem is ELs are performing below other identified student groups at the school level.

Critical Root Cause 4: The low performance of ELs in language proficiency and content achievement is due to students lacking skills, specifically the ability to read, write and speak using academic language in English.

Problem Statement 4 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- Curriculum Based Measures
- End-of-Unit Assessments
- Grades
- I-Ready
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Screener
- Other
 - iReady Assessment System

Adult Learning Culture

- Equity data
- Lesson Plans
- Master schedule
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback
- Student Climate Survey
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Enrollment
- PBIS/MTSS data
- Perception/survey data
- School safety data
- Social Emotional Learning Data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percent of students meeting/exceeding growth projections in math from 65% (fall 2026) to 70% (winter 2026) to 75% (spring 2027) as measured by the i-Ready Benchmark Assessments. MAP spring of 2026 showed that 49.7% of Brookman students were proficient in math.

Formative Measures: i-Ready Assessment

Aligns with District Goal

Improvement Strategy 1 Details					Reviews																																
Improvement Strategy 1: Implement EnVisions 2020 with fidelity. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Utilize District pacing guide and align EnVisions topic assessments with the pacing guide.</td><td>Classroom Teachers</td><td>Aug to May</td><td></td></tr><tr><td>2</td><td>Implement EnVisions 2020 with fidelity.</td><td>Classroom Teachers</td><td>Aug to May</td><td></td></tr><tr><td>3</td><td>Provide additional professional learning opportunities to teachers through the use of extra duty pay to support implementation of EnVisions 2020, small group instruction, instructional strategies, interventions, and differentiation.</td><td>RBG3</td><td>Aug to May</td><td></td></tr><tr><td>4</td><td>Hold PLC meetings funded through strategic budget for staff to analyze EnVisions 2020 Topic Assessment Data and plan for instruction</td><td>Classroom Teachers, GLC, Administration</td><td>Aug to May</td><td></td></tr><tr><td>5</td><td>Licensed staff will become familiar with the new i-Ready Assessment</td><td>Classroom Teachers, RBG3, Testing Coordinator</td><td>Aug to May</td><td></td></tr></table> Position Responsible: Grade Level Chairs Resources Needed: CCSD Elementary Mathematics Pacing Guides Envisions 2020 Teacher materials i-Ready Assessment materials Professional learning on Envisions provided by Strategist Professional Planning Time Brookman Strategist Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 3: Promising: EnVisions 2020 - 3 Problem Statements/Critical Root Cause: Student Success 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Utilize District pacing guide and align EnVisions topic assessments with the pacing guide.	Classroom Teachers	Aug to May		2	Implement EnVisions 2020 with fidelity.	Classroom Teachers	Aug to May		3	Provide additional professional learning opportunities to teachers through the use of extra duty pay to support implementation of EnVisions 2020, small group instruction, instructional strategies, interventions, and differentiation.	RBG3	Aug to May		4	Hold PLC meetings funded through strategic budget for staff to analyze EnVisions 2020 Topic Assessment Data and plan for instruction	Classroom Teachers, GLC, Administration	Aug to May		5	Licensed staff will become familiar with the new i-Ready Assessment	Classroom Teachers, RBG3, Testing Coordinator	Aug to May		Status Check		EOY Reflection
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Oct	Feb	June																																			
No review	No review																																				

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: There was a previous decline in MAP mathematics scores over time in grades 3 through 5, with a many students scoring in the LoAvg (0-40) range. The school's MAP mathematics scores have continuously been below the district average. Critical Root Cause: Inconsistent tier I mathematics instruction and alignment of student tasks and assessments to standards.

Inquiry Area 1: Student Success

SMART Goal 2: Increase the percentage of EL Students proficient in Math from 27% in 2024-2025 to 30% by 2025-2026, as measured by SBAC mathematics. 28.5% of EL students were proficient in math according to the Spring MAP assessment.

Increase the percentage of EL Student proficient on the WIDA Assessment from 12.5% in 2025-2026 to 15.5% by 2026-2027.

AB335

Decrease the LEP achievement gap in Math from 14% (61st percentile- MAP Spring 2026) to 9% by Spring 2027, based on Focus Ed/i-Ready.

Decrease the LEP achievement gap in Reading from 21% (61st percentile- MAP Spring 2026) to 16% by Spring 2027 based on Focus Ed/i-Ready.

Formative Measures: SBAC

WIDA

Focus Ed

I-Ready

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Ensure all teachers and administrators complete CCSD's adopted Language Development Approach, Understanding Language Development (ULD).	Licensed Staff	Aug to May				
2	Monitor implementation of learner support in Tier I by participating in instructional rounds utilizing the Tier I monitoring tool.	Administration.	Aug to May				
3	Based on the school level instructional rounds, identify professional learning, professional learning community, and coaching needs for the school	RBG3 Strategise	Aug to May				
Position Responsible: Administration, RBG3 learning strategist, teachers, EL School Support Coordinator. Resources Needed: ULD professional learning series Tier I Monitoring Tool Brookman Instructional Rounds Tool Summit K-12 iReady Grades Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 3: Promising: WestEd QTEL Newcomer Curriculum, 4 Summit K12, 4 HMH English 3D, 3 Problem Statements/Critical Root Cause: Student Success 2							

Improvement Strategy 2 Details					Reviews		
Improvement Strategy 2: AB335: Implement Tier II support for identified EL student groups, (newcomers, short-term English learners (STEL), and long-term English learners (LTEL).					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Implement Focused Language Study (FLS) and Summit K12 Tier II support for newcomers.	Administration, RBG3 Learning Strategist, EL School Support Coordinator, Classroom Teachers	Aug-May				
2	Implement Essentials for Language Development (ELD) and Summit K12 Tier II support for STELs2.	Administration, RBG3 Learning Strategist, EL School Support Coordinator, Classroom Teachers	Aug-May				
3	Implement Academic Content Language Expansion (ACLE) and Summit K12 Tier II for LTELs.	Administration, RBG3 Learning Strategist, EL School Support Coordinator, Classroom Teachers	Aug to May				
4	Implement Reading Skills Centers as a Tier II support for designated EL students.	Administration, RBG3 Learning Strategist, EL School Support Coordinator, Classroom Teachers	Aug to May				
5	Monitor implementation of English learner support in Tier II by participating in instructional rounds utilizing the Tier II monitoring tools for FLS, ELD, and ACLE.	Administration, RBG3 Learning Strategist, EL School Support Coordinator, Classroom Teachers	Aug to May				
6	Based on the instructional rounds, identify the school's professional learning, professional learning community, and coaching needs.	Administration, RBG3 Learning Strategist, EL School Support Coordinator, Classroom Teachers	Aug to May				
Position Responsible: Administration, RBG3 Learning Strategist, EL School Support Coordinator, Classroom Teachers Resources Needed: FLS instructional materials, QTEL Newcomer Curriculum. ELD instructional materials, STEL Curriculum ACLE instructional materials, English 3D Reading Skills Center materials and curriculum Summit K12 FLS, ELD, and ACLE Look For Tools Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 4: Demonstrate Rationale: Reading Skill Centers Problem Statements/Critical Root Cause: Student Success 2							

SMART Goal 2 Problem Statements:

Student Success

Problem Statement 2: As evidenced by SBAC and WIDA Assessment Data, the problem is ELs are performing below other identified student groups at the school level. Critical Root Cause: The low performance of ELs in language proficiency and content achievement is due to students lacking skills, specifically the ability to read, write and speak using academic language in English.
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Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the percent of student knowledge of what they are learning, why, and how they know they are successful in classrooms from 43% (fall 2026) to 50% (winter 2026) to 55% (spring 2027) as measured by Brookman instructional Rounds Google Form data and the Focal Point Tier 1 Monitoring Tool data.

Formative Measures: Internal Google Form
Focal point

Aligns with District Goal

Improvement Strategy 1 Details						Reviews																																
Improvement Strategy 1: Implement Brookman Instructional Rounds. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Brookman Leadership Team form (Internal Google Form) for Instructional Rounds based on data.</td><td>RBG3, Chairperson of Leadership Team, Administration</td><td>Aug to May</td><td></td></tr><tr><td>2</td><td>Review the form and Instructional Rounds process with staff during staff meetings.</td><td>RBG3 and Classroom Teachers</td><td>Aug to May</td><td></td></tr><tr><td>3</td><td>Instructional rounds will be conducted monthly by all teachers during prep buyout.</td><td>RBG3 and Classroom Teachers</td><td>Aug to May</td><td></td></tr><tr><td>4</td><td>Calendar dates for Instructional Rounds</td><td>RBG3 and Office Manager</td><td>Aug to May</td><td></td></tr><tr><td>5</td><td>Brookman Leadership Team conducts Tier 1 Data Walks using the district Instructional Focal Point Tool.</td><td>Administration and RBG3</td><td>Aug to May</td><td></td></tr></table> Position Responsible: RBG3, Administration Resources Needed: Funding for Prep Buy-out to conduct Instructional Rounds RBG Strategist Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 2: Moderate: PLC Problem Statements/Critical Root Cause: Adult Learning Culture 1						Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Brookman Leadership Team form (Internal Google Form) for Instructional Rounds based on data.	RBG3, Chairperson of Leadership Team, Administration	Aug to May		2	Review the form and Instructional Rounds process with staff during staff meetings.	RBG3 and Classroom Teachers	Aug to May		3	Instructional rounds will be conducted monthly by all teachers during prep buyout.	RBG3 and Classroom Teachers	Aug to May		4	Calendar dates for Instructional Rounds	RBG3 and Office Manager	Aug to May		5	Brookman Leadership Team conducts Tier 1 Data Walks using the district Instructional Focal Point Tool.	Administration and RBG3	Aug to May		Status Check		EOY Reflection
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Oct	Feb	June																																				
No review	No review																																					

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Lack of rigor because teachers are at different levels with understanding the standards, differentiation, and aligning their instruction to meet the standards. Critical Root Cause: Many teachers are new to Brookman ES, long-term substitutes, as well as, teachers are trying to teach all standards in isolation instead of integrating when possible. Teachers teaching the textbook and not the standards.

Inquiry Area 3: Connectedness

SMART Goal 1: Increase the percentage of students who answered the question "During the last 30 days, how clearly were you able to describe your feelings?" from 71% (fall) to 72% (winter) to 75% (spring) by 2027 as measured by the Panorama Education Student Survey. 67% of Brookman students answered yes to the question, "During the last 30 days, how clearly were you able to describe your feelings?"

Formative Measures: Panorama Student Survey

Aligns with District Goal

Improvement Strategy 1 Details						Reviews		
Improvement Strategy 1: Implement SEL lessons provided by counselor.						Status Check		EOY Reflection
						Oct	Feb	June
						No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Counselor will provide lessons in classrooms focused on SEL strategies.	School Counselor	Aug to May					
2	Brookman school social worker to follow up with students and families	School Social Worker	Aug to May					
3	Strategies and activities for classroom teachers to utilize on SEL will be posted in the Brookman drive and presented to staff.	Classroom Teachers	Aug to May					
4	Staff will utilize SEL activities with students in the classroom.	School Counselor and Classroom Teachers and Support Professionals	Aug to May					
5	SEL time included on the teachers' CCF 109 forms	Administration	August 2025					
Position Responsible: School Counselor Resources Needed: Professional Learning provided by the school counselor Professional Planning Time The Collaborative for Academic, Social, and Emotional Learning (CASEL) source Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 4: Demonstrate Rationale: Problem Statements/Critical Root Cause: Connectedness 1								

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: With changes that CCSD made midstream to the Panoramic Student Survey, one of the lowest categories during the past school year was student social awareness. Only 57% of students said they were able to clearly describe their feelings in the last 30 days. Critical Root Cause: Due to the pandemic and time spent outside of school, students are not able to clearly describe their feelings.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

Please see the Comprehensive Needs Assessment detailed in this school performance plan.

The Brookman Leadership Team and SOT team review data and comprehensive needs assessment data three times throughout the year. Information is also shared with the school staff at a staff meeting for feedback.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

Please see the Continuous Improvement Team table included in this plan.

The Brookman Leadership Team meets monthly to review data and provide input in the development of the plan goals. The draft plan is reviewed with the entire staff during four staff meetings throughout the year. The draft is also reviewed with parents and families during a PTA meeting and at different times with the SOT Team to gain feedback and make revisions.

2.2: Regular monitoring and revision

During Act 2 (September-October and January -February): Navigating Our Course, CI teams will monitor progress toward achieving goals by engaging in the Now, Next, Need question protocol as data is analyzed and plan implementation is reflected upon. Real-time adjustments will be made, as needed, to ensure the plan results in the intended improvements. The outcomes of this analysis will be documented in the Status Checks section of this plan and posted on school websites to serve as a communication tool with the school community.

2.3: Available to parents and community in an understandable format and language

Per Nevada Revised Statutes (NRS).388G, school plans must be posted on both the District and school websites. Upon approval, the School Performance Plan (SPP: Roadmap) is posted following each Act in the Continuous Improvement Process. With 111 languages in our district, translation services are available upon request.

2.4: Opportunities for all children to meet State standards

An adopted curriculum aligned with state standards in English language arts, mathematics, science, and social studies, including differentiated scaffolds and supports, is used. Districtwide Multi-tiered Systems of Support (MTSS) are implemented in every Clark County School District school.

2.5: Increased learning time and well-rounded education

Title 1 funding was used to purchase an additional teaching position and support professional to lower class sizes and provide assistance to students.

2.6: Address needs of all students, particularly at-risk

Please refer to the Equity Resource Supports table within each Inquiry Area to see challenges and solutions developed to ensure the needs of all students are considered and addressed.

Please refer to the budget table in Plan Notes for Title I-funded major initiatives, along with Equity Resource Supports within each Inquiry Area.

3.1: Annually evaluate the schoolwide plan

During Act 3 (May-June): Reviewing Our Journey, CI teams will reflect on the school year and determine which goals and improvement strategies will continue, be corrected, or be canceled in the following school year as part of the continuous improvement process.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The school leadership, staff, parents, and community stakeholders collaborate annually to develop and revise the Parent Involvement and Family Engagement Policy (PIFEP), providing input throughout the process. The finalized plan is then posted on the school website for accessibility.

4.2: Offer flexible number of parent involvement meetings

Refer to the Community Outreach Activities table for parent involvement opportunities.

5.1: Determine which students will be served by following local policy

N/A

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$4,669,521.87	Staffing and Instructional Materials	1,2,3
At-Risk Weighted Allocation	\$1446,048.00	Licensed Positions	1,2,3
EL Weighted Allocation	\$568,992.61	Licensed Positions	1,2,3
General Carry Forward	\$770,806.68	Staffing	1,2,3
At-Risk Weighted Carry Forward	\$7,905.59	Assist with Staffing	1,2,3
EL Weighted Carry Forward	\$20,82.68	Assist with Staffing	1,2,3
Title IA	\$189,161.00	Teacher and Support Professional Position and Instructional Materials and parenting books	1,2,3

School Continuous Improvement (CI) Team

Team Role	Name	Position
SOT Member	Eren Tapia	Teacher
SOT Member	Nancy Lozano	Parent
SOT Member	Araceli Santillanes	Parent
SOT Member	Chynthia Parks	Parent
SOT Member	Nicole Davis	Parent
Member	Wendy Perkins	Support Professional
Member	Jeffery Donahue	Teacher
Member	Rebecca Acosta	Teacher
Member	Alana London	Teacher
Member	Andrea Robinson	Teacher
Member/SOT Member	Kassandra Burks	Teacher
Member	Robyn Lund	Teacher
Member	Jenna Robertson	Teacher
Member	Amanda Oliveto	Teacher
Member	Kimberly Williams	Teacher
Member	Carrie Rey	RBG3
Member	Brandi Torres	SEIF
Member	Michelle Bollinger	Assistant Principal
Member	Karen Sawyer	Assistant Principal
Member	Darren Hall	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
Leadership Team Meeting	January 30, 2026	Discussions focused around staffing, progress towards school goals, and budget allocations.
Staff Meeting	February 3, 2026	Discussions focused around staffing, progress towards school goals, School's plan of operation, and budget. Team approved the budget and plan of operation for the 26-27 school year.
SOT Meeting	February 4, 2026	Discussions focused around staffing, progress towards school goals, and budget allocations.
Leadership Team Meeting	April 24, 2026	Reviewed ACT3 information, data, and goals and discussed and provided input based on data on the upcoming ACT1 for the new school year.
Staff Meeting	April 27, 2026	Reviewed ACT3 information, data, and goals and discussed and provided input based on data on the upcoming ACT1 for the new school year.
SOT Meeting	May 7, 2026	Discussions focused around staffing, progress towards school goals, and budget allocations. Completed ACT3 and discussed and provided input on the upcoming ACT1 for the new school year.