Clark County School District

Brookman, Eileen B. ES

Classification: 3 Star School

Accreditation Status:
Accredited

Title I

2026-2027 School Improvement Plan

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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.

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Comprehensive Needs Assessment

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

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.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students may experience barriers related to language access, communication, belonging, and navigating school support systems. Fall Data Outcome (2026) i Ready The achievement gap at the 80th percentile for Fall data between LEP and non-LEP students is 15% in Math. The achievement gap at the 70th percentile for Fall data between LEP and non-LEP students is 20% in Reading.	**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.

Student Group	Challenge	Solution
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	Critical Root Cause
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.	Inconsistent tier I mathematics instruction and alignment of student tasks and assessments to standards.
2 ★	As evidenced by SBAC and WIDA Assessment Data, the problem is ELs are performing below other identified student groups at the school level.	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.

★ = Priority

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.

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).

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	Critical Root Cause
1 ★	Lack of rigor because teachers are at different levels with understanding the standards, differentiation, and aligning their instruction to meet the standards.	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.

★ = Priority

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.

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.

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.
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.

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

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
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.	Due to the pandemic and time spent outside of school, students are not able to clearly describe their feelings.
2 ★	Lack of rigor because teachers are at different levels with understanding the standards, differentiation, and aligning their instruction to meet the standards.	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.
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.	Inconsistent tier I mathematics instruction and alignment of student tasks and assessments to standards.
4 ★	As evidenced by SBAC and WIDA Assessment Data, the problem is ELs are performing below other identified student groups at the school level.	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.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

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

  iReady Assessment System

Adult Learning Culture

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

Connectedness

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

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

Increase the percentage of students meeting/exceeding growth projections in math from 15% (fall 2026) to 35% (winter 2026) to 50% (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 (Academic Excellence: Confident Mathematical Thinkers and Problem Solvers:)

Based on the Fall 2026 i-Ready assessment, 85% of students scored below grade level in Math.

Formative Measures: i-Ready Assessment

Improvement Strategy 1

Implement EnVisions 2020 with fidelity.

Actions for Implementation

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	

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

Evidence Level

Level 3: Promising:
EnVisions 2020 - 3

Problem Statements: Student Success 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6, 4.1, 4.2

Status Checks

Revisions needed

October	February	June

SMART Goal 1 Problem Statements Identifying Student Success

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

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 students proficient on the WIDA Assessment from 12.5% in 2025-2026 to 15.5% by 2026-2027. (Academic Excellence: Inclusive Classrooms that Support Every Learner)

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 23% (61st percentile- MAP Spring 2026) to 16% by Spring 2027 based on Focus Ed/i-Ready.

Formative Measures: SBAC
WIDA
Focus Ed
I-Ready

Improvement Strategy 1

Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Based on the school level instructional rounds, identify professional learning, professional learning community, and coaching needs for the school	RBG3 Strategies	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	Ensure all teachers and administrators complete CCSD's adopted Language Development Approach, Understanding Language Development (ULD).	Licensed Staff	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

Evidence Level

Level 3: Promising:
WestEd QTEL Newcomer Curriculum, 4 Summit K12, 4 HMH English 3D, 3

Problem Statements: Student Success 2

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6, 4.1, 4.2

Status Checks

In progress

October **February** **June**

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).

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	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	
2	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	
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	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	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
6	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	

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

Evidence Level

Level 4: Demonstrate Rationale:
Reading Skill Centers

Problem Statements: Student Success 2

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6, 4.1, 4.2

Status Checks

In progress

October **February** **June**

SMART Goal 2 Problem Statements Identifying Student Success

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

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. (Safe and Supportive Schools: A Workplace Where Employees Thrive)

Formative Measures: Internal Google Form
Focal point

Improvement Strategy 1

Implement Brookman Instructional Rounds.

Actions for Implementation

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	

Position Responsible: RBG3, Administration

Resources Needed: Funding for Prep Buy-out to conduct Instructional Rounds
RBG Strategist

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Adult Learning Culture 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6, 4.1, 4.2

Status Checks

In progress

October	February	June

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Lack of rigor because teachers are at different levels with understanding the standards, differentiation, and aligning their instruction to meet the standards.	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 49% (fall) to 61% (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?" (Safe and Supportive Schools: Students Who Are Known, Valued, and Connected, and Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments.)

Formative Measures: Panorama Student Survey

Improvement Strategy 1

Implement SEL lessons provided by counselor.

Actions for Implementation

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	SEL time included on the teachers' CCF 109 forms	Administration	August 2025	
3	Brookman school social worker to follow up with students and families	School Social Worker	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	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	

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

Evidence Level

Level 4: Demonstrate Rationale:

Problem Statements: Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6, 4.1, 4.2

Status Checks

In progress

October **February** **June**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
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.	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 Element Summary

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 time 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 meeting 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 purchased 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

Teams

Teams

School Continuous Improvement (CI) Team

Meeting Logs

Date	Location	Sign In Sheet	Notes
October 16, 2026 @ 6:45 AM	Brookman	--	--
August 7, 2026 @ 12:30 PM	Brookman	--	--
May 7, 2026 @ 4:00 PM	Brookman/Online	2026-05-07 SOT Attendance Report.pdf	Meeting Minutes 05-07-26.pdf

Members

First Name	Last Name	Position	Committee Role
Kenny	Weaver	Principal	Member
Eren	Tapia	Teacher	SOT Member
Amy	Eisenheimer	Parent	SOT Member
Amy	Kofford	Parent	SOT Member
Julie	Anderson	Parent	SOT Member
Candace	Keele	Parent	SOT Member
Wendy	Perkins	Support Professional	Member
Jeffery	Donahue	Teacher	Member
Rebecca	Acosta	Teacher	Member
Alana	London	Teacher	Member
Andrea	Robinson	Teacher	Member
Kassandra	Burks	Teacher	Member/SOT 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

Community Outreach Activities

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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.
SOT Meeting	10/1/2026	Discussions and conversations about progress on the goals. Members asked what we were doing to improve and discussed curriculum and interventions.
Leadership Meeting	10/16/2026	Discussion about the goals and the progress made towards them. Discussed that we were able to fund the walk-throughs, but not PLCs. Discussed goals, progress, and steps we can take.