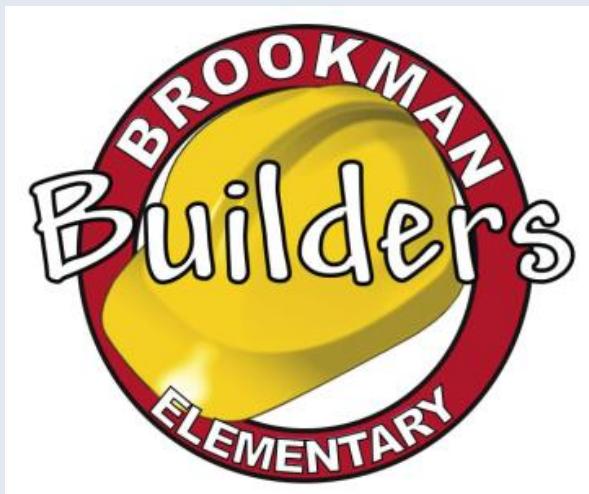


Clark County School District



Brookman, Eileen B. ES

Classification: 3 Star School

Title I

2025-2026 School Improvement Plan

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 2024 to Winter 2024 showed a decrease in students in the LowAvg area from 43 students to 22 students. Kindergarten also increased in the HiAvg area from 27 students in Fall 2024 to 59 students in Winter 2024 in MAP Mathematics, and second grade was close behind with a 26 student increase in the HiAvg range from Fall 2024 to Winter 2024.

Areas for Growth

Full understanding of the standards, tier 1 instruction, and purposeful planning in mathematics for all grade levels. From Winter to Spring on the third grade MAP Mathematics assessment, there was an increase in the LoAvg range of 11 students. On the first grade MAP Mathematics assessment, students in the HiAvg range decreased from 55 students in the Winter to 50 students in the Spring.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Personnel to meet with specific students in small group support	Hire Title I TA to support students academically and also work to build relationships with the families of students.
Foster/Homeless	Personnel to meet with specific students in small group support	Hire Title I TA to support students academically and also work to build relationships with the families of students.
Free and Reduced Lunch	Personnel to meet with specific students in small group support	Hire Title I TA to support students academically and also work to build relationships with the families of students.
Migrant/Title1-C Eligible	N/A	N/A
	Personnel to meet with specific	Hire Title I TA to support students academically and also

Racial/Ethnic Minorities	students in small group support	work to build relationships with the families of students.
Students with IEPs	Personnel to meet with specific students in small group support	Provide small groups and inclusion support for students in resource

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 2 through 5, with a majority of 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. 98% of the time the teacher engages most students with generally relevant and worthwhile tasks (IS 2.1). Over 78% of the time, the learning activities outlined in the lesson plan aligned to the standard being taught. 86% of teachers and students understood what the students were learning.

Areas for Growth

Full understanding of the standards, tier 1 instruction, purposeful planning. After our last instructional round, only 69% of teachers felt student tasks were aligned to the standard and meet the full intent of the standard and only 69% of teachers felt student tasks adequately supported deep learning of subject matter content and processes.

There was a decrease from 49% of students understanding how they would know if they had learned the concept taught to 48% on the last instructional round (IS 4.1).

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Limited growth for students which are meeting academic proficiency in mathematics. Tier I and Intervention instructional support is needed.	As instructional rounds are conducted staff will reflect on the effectiveness of strategies implemented in classrooms for each student group.
Foster/Homeless	Limited growth for students which are meeting academic proficiency in mathematics. Tier I and Intervention instructional support is needed.	As instructional rounds are conducted staff will reflect on the effectiveness of strategies implemented in classrooms for each student group.
Free and Reduced Lunch	Limited growth for students which are meeting academic proficiency in mathematics. Tier I and Intervention instructional support is needed.	As instructional rounds are conducted staff will reflect on the effectiveness of strategies implemented in classrooms for each student group.

Migrant/Title1-C Eligible	Limited growth for students which are meeting academic proficiency in mathematics. Tier I and Intervention instructional support is needed.	staff will reflect on the effectiveness of strategies implemented in classrooms for each student group.
Racial/Ethnic Minorities	Limited growth for students which are meeting academic proficiency in mathematics. Tier I and Intervention instructional support is needed.	As instructional rounds are conducted staff will reflect on the effectiveness of strategies implemented in classrooms for each student group.
Students with IEPs	Limited growth for students which are meeting academic proficiency in mathematics. Tier I and Intervention instructional support is needed.	As instructional rounds are conducted staff will reflect on the effectiveness of strategies implemented in classrooms for each student group.

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 24-25 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. Student responses showed an increase in the areas of supportive relationships, positive feelings, and challenging feelings.

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	Under half of the students surveyed can not regulate their emotions, communicate their feelings, and build trusting relationships.	Counselor lessons are planned based on the needs of the students at Brookman ES.
Foster/Homeless	Under half of the students surveyed can not regulate their emotions, communicate their feelings, and build trusting relationships.	Counselor lessons are planned based on the needs of the students at Brookman ES.
Free and Reduced Lunch	Under half of the students surveyed can not regulate their emotions, communicate their feelings, and build trusting relationships.	Counselor lessons are planned based on the needs of the students at Brookman ES.

Migrant/Title1-C Eligible	Under half of the students surveyed can not regulate their emotions, communicate their feelings, and build trusting relationships.	Counselor lessons are planned based on the needs of the students at Brookman ES.
Racial/Ethnic Minorities	Under half of the students surveyed can not regulate their emotions, communicate their feelings, and build trusting relationships.	Counselor lessons are planned based on the needs of the students at Brookman ES.
Students with IEPs	Under half of the students surveyed can not regulate their emotions, communicate their feelings, and build trusting relationships.	Counselor lessons are planned based on the needs of the students at Brookman ES.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	<p>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 54% of students said they were able to clearly describe their feelings in the last 30 days.</p>	<p>Due to the pandemic and time spent outside of school, students are not able to clearly describe their feelings.</p>

★ = 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 54% 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 2 through 5, with a majority of 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

- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments

Adult Learning Culture

- 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
- 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 66% (fall 2025) to 69% (winter 2025) to 72% (spring 2026) as measured by MAP Growth Assessments.

Formative Measures: MAP Assessment

Improvement Strategy 1

Implement EnVisions 2020 with fidelity.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
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

Position Responsible: Grade Level Chairs

Resources Needed: CCSD Elementary Mathematics Pacing Guides
Envisions 2020 Teacher 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	In progress	
October	February	June

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	<p>There was a previous decline in MAP mathematics scores over time in grades 2 through 5, with a majority of students scoring in the LoAvg (0-40) range. The school's MAP mathematics scores have continuously been below the district average.</p>	<p>Inconsistent tier I mathematics instruction and alignment of student tasks and assessments to standards.</p>

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. Increase the percentage of EL Student proficient on the WIDA Assessment from 9.8% in 2024-2025 to 12.8% by 2025-2026.

Formative Measures: SBAC
WIDA

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
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 English 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.	RGB3 Strategist	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

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, 2.6

Status Checks

Revisions needed

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 tasks in classrooms that are at a DOK level 2 or 3 from 70% (fall 2025) to 75% (winter 2025) to 80% (spring 2026) as measured by Brookman instructional rounds data.

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
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

Position Responsible: RBG3

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

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

Connectedness

3

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 54% (fall) to 56% (winter) to 58% (spring) by 2025 as measured by the Panorama Education Student Survey.

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
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

Evidence Level

Problem Statements: Connectedness 1

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

Status Checks

Revisions needed

In progress

October

February

June

SMART Goal 1 Problem Statements Identifying Connectedness

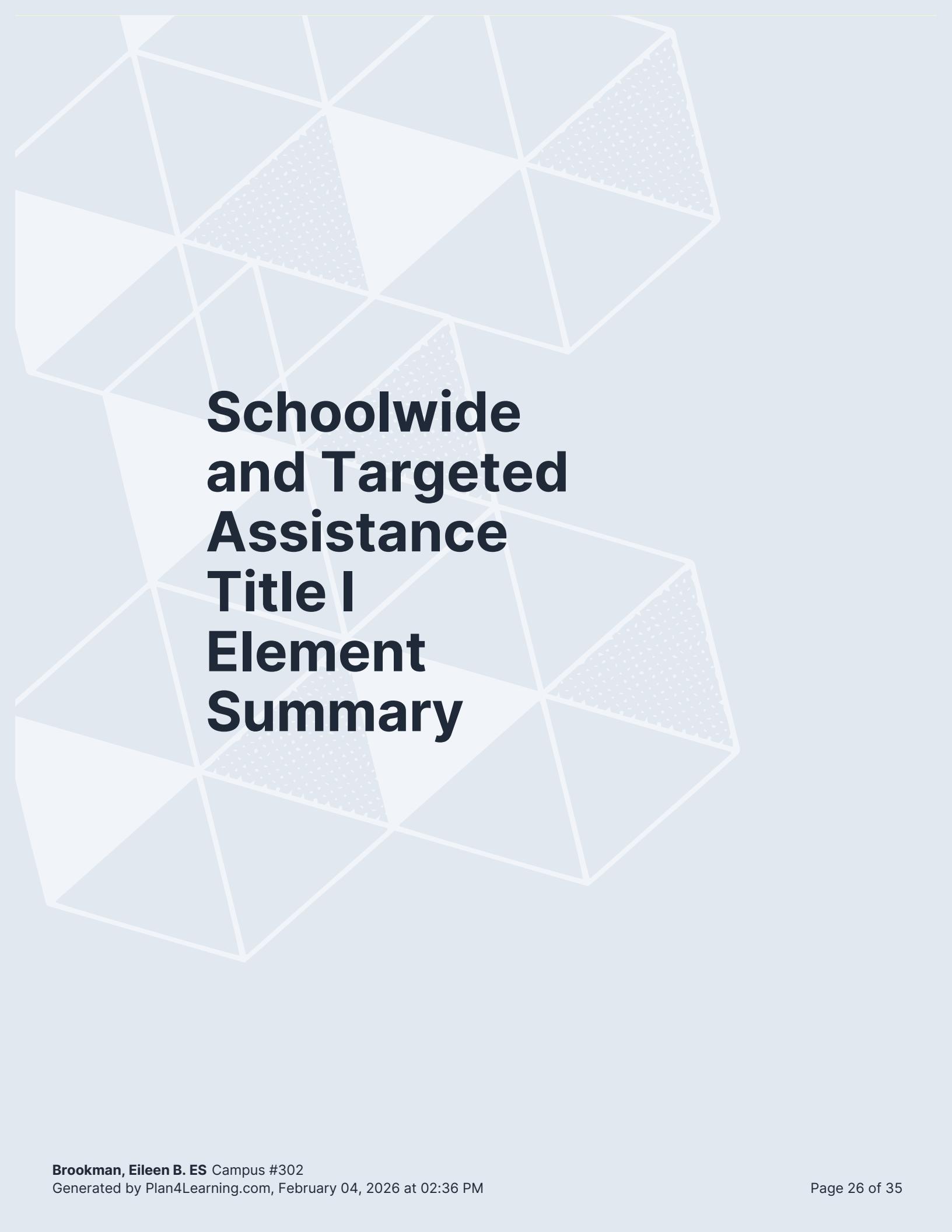
Problem Statement

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 54% 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

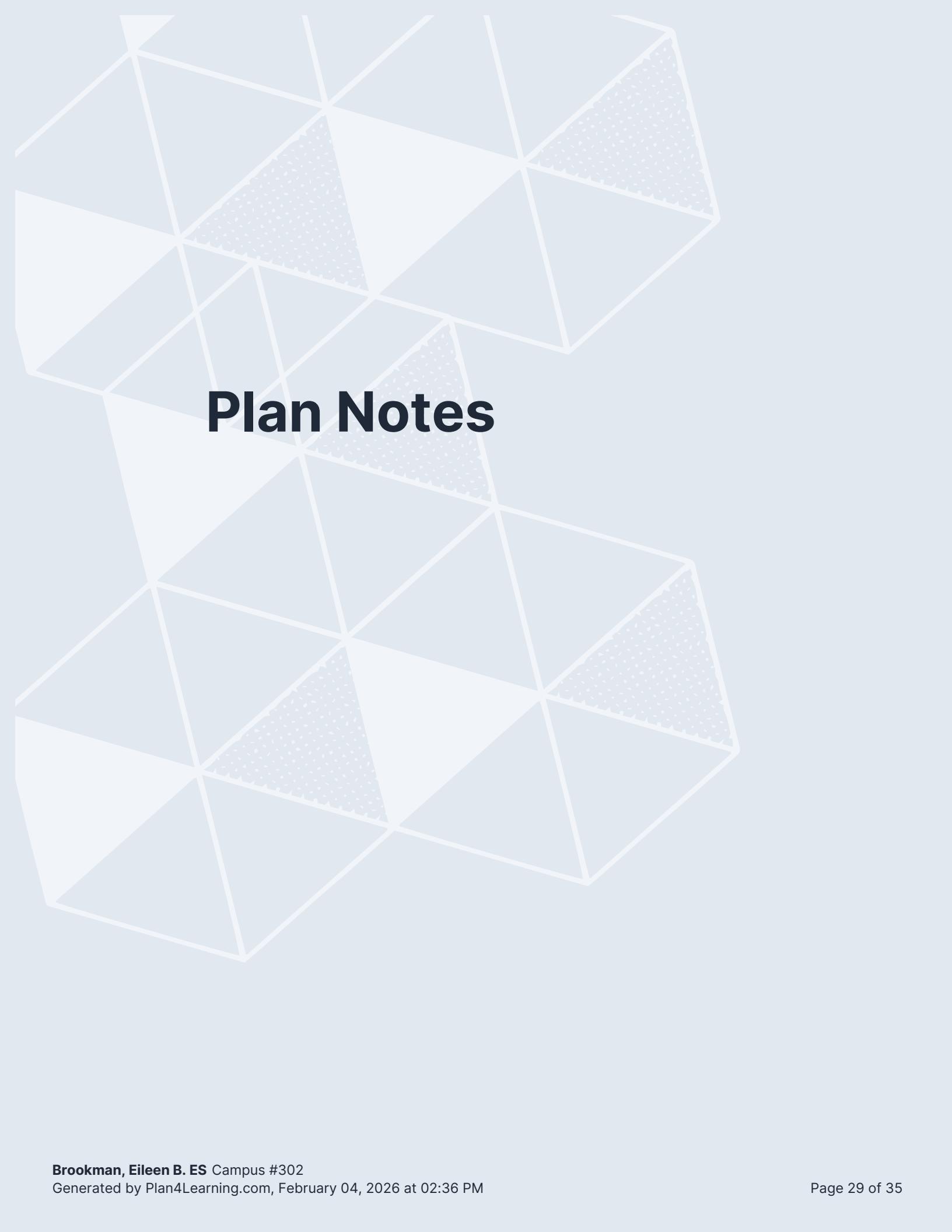
The school leadership, staff, parents, and community stakeholders collaborate annually to develop and revise the Parent Involvement and Family Engagement Policy (PIFEP), providing input throughout the process. The finalized plan is then posted on the school website for accessibility.

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

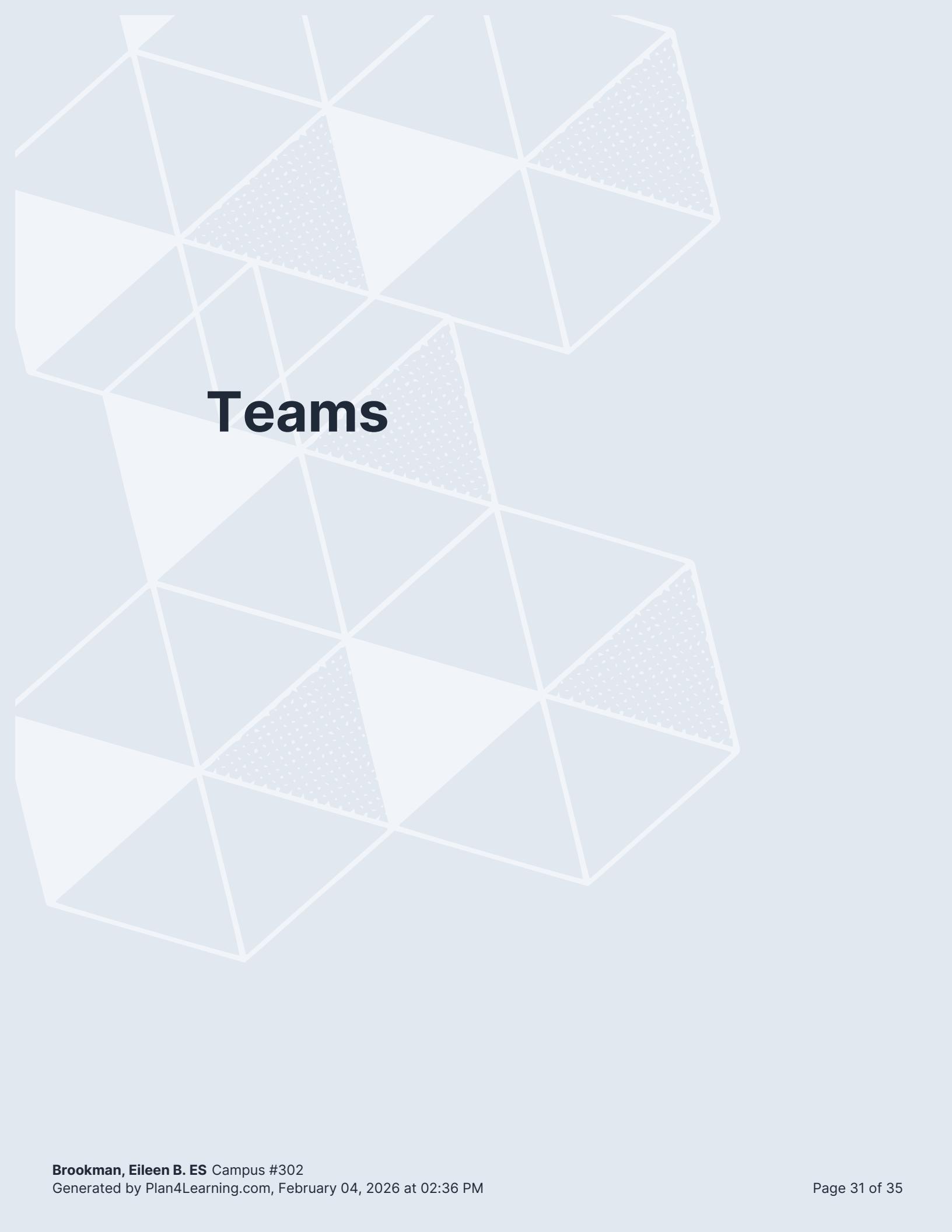
N/A



Plan Notes

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$4,191,473.63	Staffing and Instructional Materials	1,2,3
At-Risk Weighted Allocation	\$152,261.91	Licensed Positions	1,2,3
EL Weighted Allocation	\$578,390.23	Licensed Positions	1,2,3
General Carry Forward	\$1,182,207.31	Staffing	1,2,3
At-Risk Weighted Carry Forward	\$82,268.92	Staffing	1,2,3
EL Weighted Carry Forward	\$117,165.58	Staffing	1,2,3
Title IA	\$239,476.00	Teacher and Support Professional Position and Instructional Materials	1,2,3



Teams

Teams

School Continuous Improvement (CI) Team

Meeting Logs

Date	Location	Sign In Sheet	Notes
October 7, 2025 @ 4:00 PM	Online/Brookman ES	2025-10-07 SOT Attendance Report.pdf	Agenda 10-07-25.pdf
September 17, 2025 @ 4:00 PM	Online/Brookman ES	2025-09-17 15 SOT Attendance Report.pdf	Meeting Minutes 09-17-2025.pdf
May 21, 2025 @ 4:00 PM	Brookman ES	2025-05-21 SOT Attendance Report - Attendees.pdf	Meeting Minutes 05-21-2025.pdf
May 7, 2025 @ 4:00 PM	Brookman ES	2025-05-07 SOT Attendance Report.pdf	Meeting Minutes 05-07-2025.pdf

Members

First Name	Last Name	Position	Committee Role
Eren	Tapia	Teacher	SOT Member
Nancy	Lozano	Parent	SOT Member
Araceli	Santillanes	Parent	SOT Member
Chynthia	Parks	Parent	SOT Member
Nicole	Davis	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
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	Member



Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meetings	May 7 and 21 of 2025	Discussions focused around staffing, progress towards school goals, and budget allocations. Completed ACT3 and discussed the upcoming ACT1 for the new school year.
SOT Meetings	Ongoing Monthly; Aug 2025 to May 2026	Discussions focused around staffing, progress towards school goals, community events, and budget allocations.
SOT Meeting	September 17, 2025	Approved Strategic Budget for 2025-2026 School Year
Title 1 Annual Parent Meeting	September 18, 2025	Reviewed school goals, title budget, attendance, grading/retake policy, and community resources
SOT Meeting	October 7, 2025	New Team for 2025-2026 meet and determine schedule. Completed ACT 2, status check 1 of the SIP
SOT Meeting	February 4, 2026	Approved 26-27 school budget and ACT 2 status check 2 of the SIP