Clark County School District

Brookman ES

School Performance Plan: A Roadmap to Success

Brookman ES has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Dr. Darren Hall
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Phone: (702) 799-7250
School Designations: ☑ **Title I**   ☐ **MRI**   ☐ **CSI**   ☐ **TSI**   ☐ **ATSI**

Our SPP was last updated on 2/7/25.

School Demographics and Performance Information

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 *http://nevadareportcard.nv.gov/DI/nv/clark/eileen_b._brookman_elementary_school/2024/nspf*.

Inclusion of this link replaces completion of the tables in the previous year's SPP.

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Dr. Darren Hall	**Principal(s)** *(required)*
Ms. Karen Sawyer Ms. Michelle Bollinger	**Other School Leader(s)/Administrator(s)** *(required)*
Ms. Sarai Ramirez Mrs. Carrie Rey Ms. Brandi Torres Mrs. Andrea Robinson Ms. Rebecca Acosta Ms. Robyn Lund Ms. Jenna Robertson Ms. Stacey Hernandez Ms. Kimberly Williams Ms. Kassandra Felker (SOT) Mrs. Kathryn Dunnigan Mr. Jeff Donahue	**Teacher(s)** *(required)*
Mrs. Sharon Waite (SOT)	**Paraprofessional(s)** *(required)*

Mrs. Santillanes *Mrs. Parkes* *Mrs. Davis* *Mr. Bolliger*	**Parent(s)** *(required)*
	Student(s) *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
	Specialized Instructional Support Personnel *(if appropriate)*

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Brookman Leadership Team Meetings	08/05/2024 08/06/2024	The Brookman Leadership Team provided advice and assistance regarding calendaring of school year events, the revision (if needed) of the school budget, SPP Goals, and SPP ACT 1.
SOT Meeting	01/08/2025	The School Organizational Team (SOT) discussed the school budget, things the budget was previously used for, and provided input on funds for the Strategic Budget and Plan of Operation for the new school year.
Brookman Leadership Team	01/31/2025	The Brookman Leadership Team discussed and provided assistance regarding the school budget, Plan of Operation, and SPP.
Staff Meeting	02/03/2025	Reviewed data with staff and the Brookman Roadmap goals and improvement strategies. Reviewed action plan for continuous improvement and took feedback.
SOT Meeting	02/05/2025	The School Organizational Team (SOT) discussed progress towards previous Roadmap goals and continued improvement strategy efforts. Acquired feedback and input on school improvement initiatives and goals for the new school year. The Team discussed the school budget, provided input on funds, and voted to approve the Budget and Plan of Operation for the new school year.

School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	**Social and Emotional Learning**	**Access to Rigorous Texts and Tasks**
Data Reviewed	MAP, SBAC, Envisions Topic Assessments	Panorama Student Survey, CCSD District Wide Survey	PLC, Weekly Brookman PL
	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.		
Problem Statement	*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.*		
Critical Root Causes	*Inconsistent tier I mathematics instruction and alignment of student tasks and assessments to standards.*		

Part B

Student Success	
School Goal: *Increase the percent of students meeting/exceeding growth*	**Aligned to Nevada's STIP Goal:** *3*

projections in math from 60% (fall 2024) to 64% (winter 2024) to 68% (spring 2025) as measured by MAP Growth Assessments.	

Improvement Strategy: *Implement EnVisions 2020 with fidelity.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: EnVisions 2020 - 3*

Intended Outcomes: *Student growth in math.*

Action Steps:
- *Utilize District pacing guide and align EnVisions topic assessments with the pacing guide.*
- *Implement EnVisions 2020 with fidelity.*
- *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.*
- *Hold PLC meetings funded through strategic budget for staff to analyze EnVisions 2020 Topic Assessment Data and plan for instruction.*

Resources Needed:
- EnVisions 2020 materials
- CCSD Math Pacing Guides
- Extra duty pay
- PLC prep buyout funds
- Teacher Clarity Playbook by Fisher, Frey, Amador, & Assof

Challenges to Tackle:
- *Introduction of EnVisions 2020 with new teachers and long-term substitutes. Provide extra duty pay to new teachers to model appropriate use of EnVisions 2020*
- *Following the CCSD EnVisions 2020 Pacing Guides. Provide extra duty pay to review EnVision 2020 Pacing Guides.*
- *Following the CCF 109 for Mathematics.*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Hire Title I TA to support students academically and also work to build relationships with the families of students.

Foster/Homeless: Hire Title I TA to support students academically and also work to build relationships with the families of students.

Free and Reduced Lunch: Hire Title I TA to support students academically and also work to build relationships with the families of students.

Migrant: n/a

Racial/Ethnic Minorities: Hire Title I TA to support students academically and also work to build relationships with the families of students.

Students with IEPs: Provide small groups and inclusion support for students in resource

Inquiry Area 2 - Adult Learning Culture
Part A

Adult Learning Culture			
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed	MAP, SBAC, Envisions Topic Assessments, Instructional Rounds Data	Instructional Rounds Data	CCSD District Wide Survey
	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).*		
Problem Statement	*Lack of rigor because teachers are at different levels with understanding the standards, differentiation, and aligning their instruction to meet the standards.*		
Critical Root Causes	*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.*		

Adult Learning Culture

School Goal: *Increase the percent of student tasks in classrooms that are at a DOK level 2 or 3 from 60% (fall 2024) to 64% (winter 2024) to 68% (spring 2025) as measured by Brookman instructional rounds data.*	**STIP Connection:** 2

Improvement Strategy: *Implement instructional rounds.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: 2*

Intended Outcomes: *Higher cognitive demand placed on students.*

Action Steps:
- *Brookman Leadership Team form (paper or google form) for Instructional Rounds based on data.*
- *Review the form and Instructional Rounds process with staff during staff meetings.*
- *Instructional rounds will be conducted monthly by all teachers during prep buyout.*
- *Calendar dates for Instructional Rounds*

Resources Needed:
- *Brookman Leadership Team form for Instructional Rounds*
- *Copies of teacher lesson plans for review*
- *CCSD Pacing Guides and Tier 1 instructional materials*
- *Prep buyout funds from Strategic Budget*
- *RBG3 Strategist*

Challenges to Tackle:
- *Willingness to participate. Provide prep buy-out to pay for teacher participation.*
- *Accuracy in completing the form. Involve staff in the process of creating the form.*
- *Understanding of the Standards. Provide extra duty pay to staff for unwrapping standards.*
- *Vacancy positions, long-term substitutes, and daily subs available*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: As instructional rounds are conducted staff will reflect on the effectiveness of strategies implemented in classrooms for each student group.

Foster/Homeless: As instructional rounds are conducted staff will reflect on the effectiveness of strategies implemented in classrooms for each student group.

Free and Reduced Lunch: As instructional rounds are conducted staff will reflect on the effectiveness of strategies implemented in classrooms for each student group.

Migrant: n/a

Racial/Ethnic Minorities: As instructional rounds are conducted staff will reflect on the effectiveness of strategies implemented in classrooms for each student group.

Students with IEPs: As instructional rounds are conducted staff will reflect on the effectiveness of strategies implemented in classrooms for each student group.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed	Panorama Student Survey, CCSD District Wide Survey	CCSD District Wide Survey, Brookman Weekly PL Data on SEL	CCSD District Wide Survey
	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 maintained a 41% in regards to students that feel they can regulate their emotions. However, that number is below the district average. Growth is needed when only 41% of students can regulate their emotions.		
Problem Statement	Emotion Regulation was the lowest category for all three panoramic surveys during the past three school years, with only 41% of students saying they can pull themselves out of a bad mood to relax after becoming upset.		
Critical Root Causes	*Due to the pandemic and time spent outside of school, students are not able to get themselves to relax after becoming upset and emotional.*		

Part B

Connectedness	
School Goal: *Increase the percentage of students who answered the question "Once you get upset, how often are you able to pull yourself out of a bad mood," from 41% (fall) to 44% (winter) to 47% (spring) by 2025 as measured by the Panorama Education Student Survey.*	**STIP Connection:** *6*
Improvement Strategy: *Implement SEL lessons provided by counselor.*	

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: 4*
Intended Outcomes: *Increase the percentage of students who feel that they can regulate their emotions.*
Action Steps: ● *Counselor will provide lessons in classrooms focused on SEL strategies.* ● *Brookman school social worker to follow up with students and families* ● *Strategies and activities for classroom teachers to utilize on SEL will be posted in the Brookman drive and presented to staff.* ● *Staff will utilize SEL activities with students in the classroom.* ● *SEL time included on the teachers' CCF 109 forms*
Resources Needed: ● *Counselor* ● *Social Worker* ● *SEL materials in the Brookman Drive* ● *Prep Schedule and CCF 109 forms* ● *Chromebooks* ● *Brookman student survey*
Challenges to Tackle: ● *Getting students to open up when their peers are present. With classroom counselor lessons, model how to complete the survey while maintaining confidentiality.* ● *Student communication, honesty, and participation. Send communication to families that explain the purpose and importance of student honesty and participation. Have the counselor talk to classrooms about the importance of communicating honestly and completing the survey prior to giving it.* ● *Staff participation with SEL activities and lessons in the classroom. The counselor will schedule monthly classroom lessons with SEL. Administration/strategist present participation data and need at staff meetings to gain staff participation with SEL activities and lessons in their classroom.* ● *The MTSS department of CCSD changing the questions on the Panorama Education Student Survey in the middle of the school year as the students take the second round of the survey. The questions were completely changed and do not align.*
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
English Learners: Counselor lessons are planned based on the needs of the students at Brookman ES.

Foster/Homeless: Counselor lessons are planned based on the needs of the students at Brookman ES.

Free and Reduced Lunch: Counselor lessons are planned based on the needs of the students at Brookman ES.

Migrant: n/a

Racial/Ethnic Minorities: Counselor lessons are planned based on the needs of the students at Brookman ES.

Students with IEPs: Counselor lessons are planned based on the needs of the students at Brookman ES.

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
Strategic Budget	*$5,038,289.99*	*Employee salaries and benefits, Transferred Responsibilities, and general supplies*	*Student Success, Adult Learning Culture, Connectedness*
Title I	$256,956.00	2 Licensed, 1 support staff, extra work hour for some support professionals, and technology supplies	*Student Success, Adult Learning Culture, Connectedness*