



## 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 ☐ CSI ☐ TSI ☐ TSI/ATSI

*Our SPP was last updated on 11/22/2023*



## 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/2023/nspf](http://nevadareportcard.nv.gov/DI/nv/clark/eileen_b._brookman_elementary_school/2023/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	<b>Principal(s)</b> <i>(required)</i>
Ms. Karen Sawyer Ms. Michelle Bollinger	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>
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 Kay Williams Ms. Cassandra Felker (SOT) Mrs. Kathryn Dunnigan Mr. Jeff Donahue	<b>Teacher(s)</b> <i>(required)</i>
Mrs. Sharon Waite	<b>Paraprofessional(s)</b> <i>(required)</i>



Mrs. Julie Anderson Mrs. Bethany Linebarger Mrs. Sylvia Camarena	<b>Parent(s)</b> <i>(required)</i>
	<b>Student(s)</b> <i>(required for secondary schools)</i>
	<b>Tribes/Tribal Orgs</b> <i>(if present in community)</i>
	<b>Specialized Instructional Support Personnel</b> <i>(if appropriate)</i>



## 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
Staff Meeting	08/02/2023	Reviewed fall data with staff and the Brookman Roadmap goals and improvement strategies. Reviewed action plan for continuous improvement and took feedback.
SOT Meeting	09/06/2023	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.
Brookman Leadership Team Meeting	09/08/2023 09/15/2023 01/26/2024	The Brookman Leadership Team provided advice and assistance regarding the revision of the school budget, SPP Goals, SPP ACT 2, and funding including all allocation and budgeting categories
SOT Meeting	09/13/2023 01/31/2024 02/7/2024	The School Organization Team (SOT) provided advice and assistance regarding the revision of the school budget and the entire strategic budget, including all allocation and budgeting categories, was presented to the SOT and school community at a public meeting. The School Organizational Team provided advice and assistance regarding the anticipated dollar amount and specific use of carryover funds and the revision of the SPP: Roadmap, the Roadmap status checks, and the SPP: Roadmap was presented to the SOT and school community at a public meeting.
Staff Meeting	10/18/2023, 10/25/2023, 01/10/2024	Reviewed fall data with staff and the Brookman Roadmap goals and improvement strategies. Reviewed action plan for continuous improvement and took feedback.



Staff Meeting	01/31/2024	Previously sent out an anonymous staff google survey at the beginning of January to get staff input on the plan of Operation and Strategic Budget. During staff meeting, reviewed fall data with staff and the Brookman Roadmap goals and improvement strategies. Reviewed action plan for continuous improvement and took feedback (via staff survey and discussion). Reviewed input on funding categories and uses.
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## 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 2022 to Spring 2023 showed a decrease in students in the LowAvg area from 33 students to 14 students. Kindergarten also increased in the HiAvg area from 24 students in Fall 2022 to 53 students in Spring 2023 in MAP Mathematics.		
	Areas for Growth: Full understanding of the standards, tier 1 instruction, and purposeful planning in mathematics for all grade levels. From Fall to Spring on the fifth grade MAP Mathematics assessment, there was an increase in the LoAvg range of 10 students.		
Problem Statement	There was a decline in MAP mathematics scores over time in grades 2 through 5, with a majority of students scoring in the LoAvg (0-40) range.		
Critical Root Causes	Inconsistent tier I mathematics instruction and alignment of student tasks and assessments to standards.		

#### Part B

Student Success	
<b>School Goal:</b> Increase the percent of students meeting/exceeding growth projections in math for the 23-24 school year from 50% (fall 2023) to 53% (winter 2023) to 56% (spring 2024) as measured by MAP 23-24 Mathematics Growth	<b>Aligned to Nevada's STIP Goal:</b> 3



Assessment.	
<b>Improvement Strategy:</b> <i>Implement EnVisions 2020 with fidelity.</i>	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>EnVisions 2020 - 3</i>	
<b>Intended Outcomes:</b> <i>Student growth in math.</i>	
<b>Action Steps:</b> <ul style="list-style-type: none"><li>• <i>Utilize District pacing guide and align EnVisions topic assessments with the pacing guide.</i></li><li>• <i>Implement EnVisions 2020 with fidelity.</i></li><li>• <i>Provide additional PD opportunities to teachers through the use of extra duty pay to support implementation of EnVisions 2020, small group instruction, instructional strategies, and differentiation.</i></li><li>• <i>Hold PLC meetings funded through strategic budget for staff to analyze EnVisions 2020 Topic Assessment Data and plan for instruction.</i></li></ul>	
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>• EnVisions 2020 materials</li><li>• Extra duty pay</li><li>• PLC prep buyout funds</li><li>• Teacher Clarity Playbook by Fisher, Frey, Amador, &amp; Assof</li></ul>	
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>• <i>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</i></li><li>• <i>Following the CCSD EnVisions 2020 Pacing Guides. Provide extra duty pay to review EnVision 2020 Pacing Guides.</i></li><li>• <i>Following the CCF 109 for Mathematics.</i></li></ul>	
<b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b>	
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
	<i>Areas of Strength: Collaboration amongst staff to conduct rounds and provide feedback to peers. 93% of the time the teacher engages most students with generally relevant and worthwhile tasks (IS 2.1). Over 70% of the time, the learning activities outlined in the lesson plan aligned to the standard being taught. 88.4% of teachers and students understood what the students were learning.</i>		
	<i>Areas for Growth: Full understanding of the standards, tier 1 instruction, purposeful planning. Only 49% of students understood how they would know if they had learned the concept taught (IS 4.1). Only 63.5% of the activities observed in the classrooms were at a DOK level 2 or 3. Only 75.3% of teachers felt student tasks adequately supported deep learning of subject matter content and processes.</i>		
Problem Statement	<i>Lack of rigor because teachers are at different levels with understanding the standards, differentiation, and aligning their instruction to meet the standards.</i>		
Critical Root Causes	<i>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.</i>		

### Part B

Adult Learning Culture
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<b>School Goal:</b> <i>Increase the percent of activities in classrooms that are a DOK 2 or 3 from 56% (fall) to 61% (winter) to 66% (spring) as measured by Brookman 23-24 school year instructional rounds.</i>	<b>STIP Connection:</b> 2
<b>Improvement Strategy:</b> <i>Implement instructional rounds.</i>	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2	
<b>Intended Outcomes:</b> <i>Higher cognitive demand placed on students.</i>	
<b>Action Steps:</b> <ul style="list-style-type: none"><li>• <i>Brookman Leadership Team form (paper or google form) for Instructional Rounds based on data.</i></li><li>• <i>Review the form and Instructional Rounds process with staff during staff meeting.</i></li><li>• <i>Instructional rounds will be conducted monthly by all teachers during prep buyout.</i></li><li>• <i>Calendar dates for Instructional Rounds</i></li></ul>	
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>• <i>Brookman Leadership Team form for Instructional Rounds</i></li><li>• <i>Copies of teacher lesson plans for review</i></li><li>• <i>Prep buyout funds from Strategic Budget</i></li><li>• <i>RBG3 Strategist</i></li></ul>	
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>• <i>Willingness to participate. Provide prep buy-out to pay for teacher participation.</i></li><li>• <i>Accuracy in completing the form. Involve staff in the process of creating the form.</i></li><li>• <i>Understanding of the Standards. Provide extra duty pay to staff for unwrapping standards.</i></li></ul>	
<b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b>	
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
	<i>Areas of Strength: Maintained a 95% or over participation rate throughout the three panoramic student surveys for the 22-23 school year of all 3rd, 4th, and 5th graders. 91% of our students said they have supportive relationships through their friends, families, and adults at school. There was a decrease in the number of students stating they needed to talk to an adult about something from 70 in the winter to 35 in the spring. Student responses showed an increase in the areas of supportive relationships, positive feelings, and challenging feelings.</i>		
	<i>Areas for Growth: There was a decrease from 43 % in the fall to 41% in the spring of students that feel they can regulate their emotions.</i>		
Problem Statement	Emotion Regulation was the lowest category for all three panoramic surveys during the 22-23 school year, 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	
<b>School Goal:</b> Increase the percent of students who answered the question "Once you get upset, how often are you able to pull yourself out of a bad mood," from 35% (fall 2023) to 40% (winter 2023) to 45% (spring 2024) as measured by the 23-24 Panorama Education Survey for Brookman students.	<b>STIP Connection: 6</b>
<b>Improvement Strategy:</b> Implement SEL lessons provided by counselor.	



<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4
<b>Intended Outcomes:</b> <i>Increase the percentage of students who feel that they can regulate their emotions.</i>
<b>Action Steps:</b> <ul style="list-style-type: none"><li>• <i>Counselor will provide lessons in classrooms focused on SEL strategies.</i></li><li>• <i>Strategies and activities for classroom teachers to utilize on SEL will be posted in the Brookman drive and presented to staff.</i></li><li>• <i>Staff will utilize SEL activities with students in the classroom.</i></li></ul>
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>• <i>Counselor</i></li><li>• <i>Social Worker</i></li><li>• <i>SEL materials in the Brookman Drive</i></li><li>• <i>Prep Schedule</i></li><li>• <i>Chromebooks</i></li></ul>
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>• <i>Getting students to open up when their peers are present. With classroom counselor lessons, model how to complete the survey while maintaining confidentiality.</i></li><li>• <i>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.</i></li><li>• <i>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.</i></li></ul>
<b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b>
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)
<i>Strategic Budget</i>	<i>\$6,140,644.24</i>	<i>Employee salaries and benefits, SLAs, and general supplies</i>	<i>Student Success, Adult Learning Culture, Connectedness</i>
Title I	\$299,250.00	2.5 Licensed, 1 support staff, extra work hour for some support professionals, and technology supplies	<i>Student Success, Adult Learning Culture, Connectedness</i>
Title III	\$11,682.00	Imagine Learning web based program and instructional materials	<i>Student Success, Adult Learning Culture, Connectedness</i>