

# 2024-2025 School Improvement Plan *at a glance*

## State Report Card

Fails to Meet Expectations

35.1



# Barack Obama School of Career & Technical Education

Grades Served: K4-Grade 12

Principal: Jason Brazil

5075 N. Sherman Blvd.

Milwaukee, WI 53209



## School Improvement Focus

### Instruction

#### Professional Learning Communities

Theory of action: If we implement professional learning communities, including the use of district-adopted curricular materials with an increase in writing in all content areas using the RACE strategy, then teachers and staff will provide quality writing instruction aligned to their respective course standards. As a result, students will improve their writing skills by organizing their thoughts, expressing their ideas more effectively, and developing critical-thinking skills as evidenced by increased proficiency in writing classroom assessments based on standards from fall to winter to spring by the end of the 2024-2025 school year.

### Culture and Climate

#### PBIS

Theory of action: If we implement PBIS, including increasing attendance, then teachers and staff will build relationships with students and families and offer meaningful incentives and rewards. As a result, students will increase their attendance rate, increase their academic achievement, and promote their physical and mental well-being as evidenced by increased attendance rates by the end of the 2024-2025 school year.

## School Vision and Values

### School Vision

Barack Obama School of Career and Technical Education aims to develop students from early childhood through high school, graduating students with a 360-degree education that encompasses a technical education background as well as strong college and career readiness skills to build their confidence to advocate for themselves and their communities.

### School Values

The staff at Barack Obama School of Career and Technical Education believes that all students can achieve. We are dedicated to providing an academic environment that ensures student success. To this end we are committed to the following:

Working collaboratively together as a professional learning community to develop culturally responsive educators who will successfully implement restorative practices in challenging academic classrooms.

Making data-driven decisions to implement instructional programs that develop the whole child, intellectually and academically, personally, and socially, physically, emotionally, and ethically. Establishing partnerships with the home and community to ensure a successful transition from grade bands to graduation.

## Long-Term Goals

### ACCELERATING LEARNING

1. Schools will demonstrate a 5% increase in the number of students who score *meeting/advanced* in math and English language arts (overall and disaggregated by groups) on the state assessments for each consecutive year from the spring of the previous year to the spring of the current year.
2. Schools will demonstrate a 10% decrease in the number of students who score *developing* in math and English language arts (overall and disaggregated by groups) on the state assessments for each consecutive year from the spring of the previous year to the spring of the current year.

### CULTIVATING EQUITABLE LEARNING ENVIRONMENT

1. Schools will maintain a 95% attendance rate.
2. Schools will have 100% of students regularly attending (90% of the time).
3. Schools will reduce the percentage of Black/African American students receiving behavior referrals (ODRs) by 10% by the end of the school year through the use of equitable practices as part of a multi-tiered system of support.

### Submit Feedback

Your feedback is important  
and helps us to improve.