

2024–2025 School Improvement Plan

at a glance

State Report Card

Fails to Meet Expectations

44.4



Browning School

Grades Served: K3–Grade 5

Principal: Raymond Unanka

5440 N. 64th St.

Milwaukee, WI 53218



School Improvement Focus

Instruction

Community Schools—Culturally Responsive Teaching Practices

Theory of action: If we implement community schools—culturally responsive teaching practices, including standards-aligned expectations in instruction, scaffolding and differentiating and small-group instruction, then teachers and staff will implement professional learning communities to analyze formative and summative assessment. As a result, students will learn at their level as evidenced by classroom assessments based on standards by the end of the 2024–2025 school year.

Culture and Climate

Restorative Practices

Theory of action: If we implement restorative practices, including spending time caring for and celebrating the physical, mental, emotional, and spiritual needs of individuals and the community, then teachers and staff will create time to have conversations with students and set goals for attendance. As a result, students will be motivated by the attendance percentage and will encourage their peers to come to school as evidenced by attendance note cards, bulldog attendance % from the classroom, teacher call logs, SEC and CSLT meeting agendas, and notes by the end of the 2024–2025 school year.

School Vision and Values

School Vision

Our vision is to create an environment of respect and inclusion and to educate all scholars to the highest levels of academic achievement. We will empower our scholars to acquire, demonstrate, articulate, and value knowledge and skills that will support them as they participate in and contribute to the global world.

School Values

Perseverance: We believe that excellence requires hard work, patience, and persistence. We value a community where all members never give up on themselves or each other, where obstacles are seen as opportunities, and where all members continually stretch to achieve more than was thought possible.

Sense of community: Interpersonal connections and a sense of community are essential to a child's motivation, self-esteem, and academic success. We value relationships among students, staff, and parents, and we also seek to partner with and benefit from the unique strengths of our broader community. A culture of inclusivity is the norm in our school, where all backgrounds and perspectives are valued, and we share a deep commitment to providing opportunity and achieving success for every child.

Respect: Members of the Browning community affirm the intrinsic dignity of all people. We act with courtesy, thoughtful regard, and tolerance for scholars, teachers, parents, property, the environment, and ourselves.

Integrity: We believe in maintaining the highest standard of behavior, ethics, fairness, and honesty with ourselves and others. We are committed to doing the right thing for the right reasons. We have a proactive and positive attitude while demonstrating fairness in our judgments and actions.

Communication: We believe that transparent communication is the key to growing healthy, successful relationships in our school community. Effective communication is clear, concise, consistent, timely, multi-directional, and multi-faceted.

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.

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