

Browning Elementary continues to demonstrate steady progress in academic achievement, student engagement, and community involvement. Our staff remains committed to delivering high-quality instruction that aligns with district goals and fosters student-centered learning.

#### Next Steps & Priorities:

- Expand social-emotional learning (SEL) supports/systems.
- Continue strengthening attendance and academic achievement through data-driven decision-making.

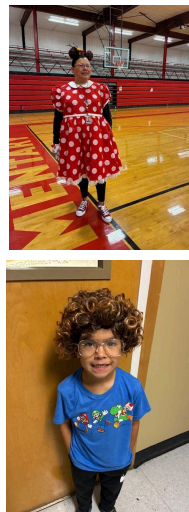
October 6, 2025 was Count Day for BPS and was a huge success with a fantastic lineup of activities! In addition to slime making, students enjoyed many activities. Some students enjoyed a movie with popcorn. The gym activities provided an energetic outlet for students to socialize and burn off some energy. Events like this are wonderful for building community within the school and encouraging student participation.



BES Culture Day on October 24th was a wonderful opportunity for students to engage with IEFA (Indian Education for All) lessons and learn about indigenous culture through a hands-on project. Creating bead necklaces not only allows for creativity, but it also serves as a meaningful way to connect students with cultural heritage. Wearing their projects at the upcoming BES PowWow in November will surely be a proud moment for the students, showcasing their hard work and what they've learned.



Students not only participated in week-long activities for BPS homecoming in the schools but also in the community. BES students and staff participated in the homecoming parade which is always a blast.





BES enjoyed a week of dress up for Red Ribbon Week. We ended the week with a carnival on Friday for staff and students in which everyone wore their costumes. BES sure can have fun!!



BES Students took a Fall field trip to the Sweet Pickins Pumpkin Patch. Students enjoyed a day with their peers and teachers. Every student was able to bring home a pumpkin.



### ***Coaches Corner***

The first 10 day PDSA cycle was completed for October during WIN Intervention. Teachers progress monitored students with one of the following measures; Phoneme Segmentation, Nonsense Word Fluency, Oral Reading Fluency grade1, grade 2, or grade 3. Teachers analyzed and made adjustments to instruction and noted this on the PDSA. The second cycle PDSA began on 10/24.

Professional development was given for Writing Assessment which began with a background of Ehri's Phases and how it is reflected in writing.

Next directions were given as to how to give the assessment for each day. Then teachers scored the assessment by swapping assessments so each teacher scored a different class and not their own. Each teacher received their scores and added them to the classroom score sheet.

Next steps will focus on the rubric that identifies each phase so teachers can use the writing time to instruct student strengths and weaknesses.

Coaches cycles began for SIPPS Extension and Challenge level. As well as for UFLI phonics components, and annotation within Benchmark.