

MPS Ambitious Instruction Update

December 6, 2018



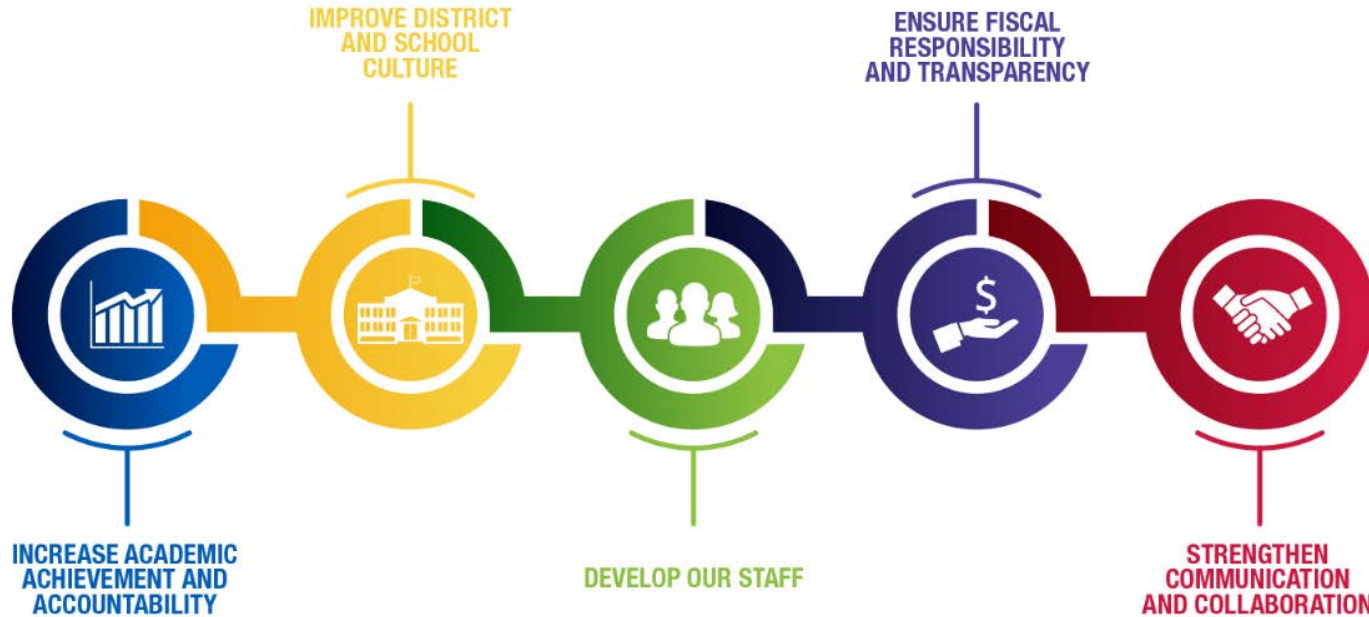
MILWAUKEE
PUBLIC SCHOOLS

Presenter:

Vickie Brown-Gurley, Interim Senior Director, Department of Curriculum and Instruction

Keith P. Posley, Ed.D., *Superintendent*

5 Priorities for Success



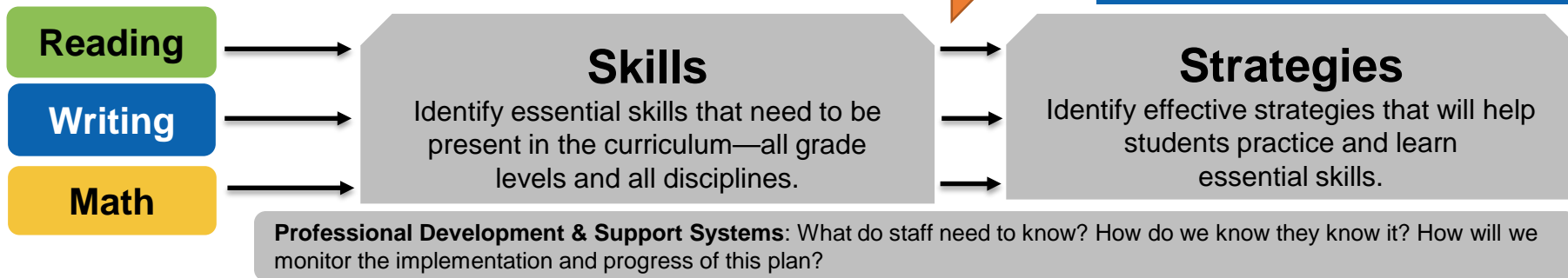
Ambitious Instruction Plan

We will have high expectations, develop cultural competence (with a focus on language acquisition based on context), and connect student learning to their lived experiences. We will maintain an internal and consistent focus on the cultural identities and linguistic needs of our students in reading, writing, and math. We promote the use of differentiated formative and summative assessments to inform instruction. We ask that staff members continually work together to understand their learners (i.e. community building activities, review IEPs, ELL levels).

Curriculum Timeline

- Introduce access point for staff
- Review curriculum & assessments
- Content
- Skill/strategies
- Professional development
- Department chair expectations, meeting dates & discussions
- All district content area/grade level progress monitoring meetings, discussions and dates

Across All Content Areas: Identify which skills and strategies can be embedded into the curriculum of other disciplines.



Special Education Program: Provide strategies and supports for teachers through modeling in the classroom, school-based professional developments and intervention supports requested by school leaders.

Division of Bilingual Multicultural Education: Support the district and schools with intentional language development and access to content that addresses the needs of culturally and linguistically diverse students. Promote the use of differentiated assessments to inform instruction. Embrace the native cultures and languages of our students with the goal of every student earning the Seal of Bilingual Literacy.

Ambitious Instruction Plan

Reading

Goal: To prepare all students to read at grade level.

Reading Vision: Create a culture for reading and a community of readers to ensure high-quality reading practices happen every day in each classroom.

Essential Skills: WI standards and CCSS for reading that include:

- **Decoding** (explicit, systematic instruction based on developmental sequence, systematic word study, and interactive read aloud)
- **Vocabulary Acquisition and Use** (direct, explicit instruction of words in context, teaching specific context clues, directly teaching word learning strategies, and connecting new concepts/meanings to prior knowledge)
- **Comprehension** (scaffolding and building knowledge, building oracy (discourse)/language experience approach, **access** to culturally and linguistically diverse literature and informational text, physical/active response to text, and reading aloud)
- **Fluency** (speed, accuracy, and prosody/expression for literature and informational text)

Effective Strategies:

- High quality instructional practices aligned to standards, rigor, and the essential components of reading
- Utilize formative, interim, and summative assessment and feedback to increase student understanding, engagement, and achievement

Professional Development will focus on differentiated, tiered support for the identified skills and strategies and will be aligned with the SIP.

Writing

Goal: To prepare all students for authentic writing opportunities across disciplines.

Writing Vision: Create a culture for writing that promotes communities of culturally and linguistically diverse writers.

Essential Skills: WI standards, CCSS and content standards for writing with a specific focus on:

- Applying the **writing process**: planning, drafting, editing, revising
- Supporting writing with **evidence** from multiple perspectives
- Writing for a range of tasks (rhetorical, analysis, argumentative, informative, and narrative), purposes, and audiences
- Using academic and discipline-specific vocabulary
- **Building writing stamina**
- Summarizing, note-taking, paraphrasing

Effective Strategies:

- Provide explicit instruction that uses a process approach to writing
- Plan for repeated practice and scaffolded support
- Provide students with ongoing, timely, descriptive feedback through conferencing
- Utilized formative, interim, and summative assessment and feedback to increase student understanding, engagement, and achievement
- Continue to implement the Essential 6 Framework for Literacy for writing in content areas

Professional Development will focus on differentiated tiered support for the identified skills and strategies and will be aligned with the SIP.

Math

Goal: To prepare all students starting in kindergarten for success in algebra.

Math Vision: Create a culture that maximizes learning of mathematics with high-quality instruction to ensure mathematical proficiency for every student.

Essential Skills:

- WI Standards for Mathematics with a specific focus on:
 - Operations and algebraic thinking/expressions & equations/functions/algebra
 - Geometry
 - Measurement & data/statistics & probability
- Standards for Mathematical Practice with a specific focus on:
 - #1: Make sense of problems and persevere in solving them
 - #2: Construct viable arguments and critique the reasoning of others
 - #3: Use appropriate tool strategically
 - #4: Attend to precision

Effective Strategies:

- Use high quality instructional resources aligned to the WI Academic Standards to plan and implement effective, engaging mathematics instruction
- Utilize formative, interim, and summative assessments and feedback to increase student understanding and raise student achievement
- Emphasize math vocabulary and student discourse within the context of math instruction

Professional Development will focus on differentiated tiered support for the identified skills and strategies and will be aligned with the SIP.

Ambitious Instruction: Focus on academic and content vocabulary

Ambitious Instruction Plan

- Intentional focus on curricula alignment
- High-quality instructional programs, practices and materials
- Designed to strengthen core instruction
- Build strong foundation across content areas

Ambitious Instruction Plan

- Mastery of reading, writing and mathematical skills
- Every student receives what s/he needs
- Students graduate on time, prepared for college, career and life

START

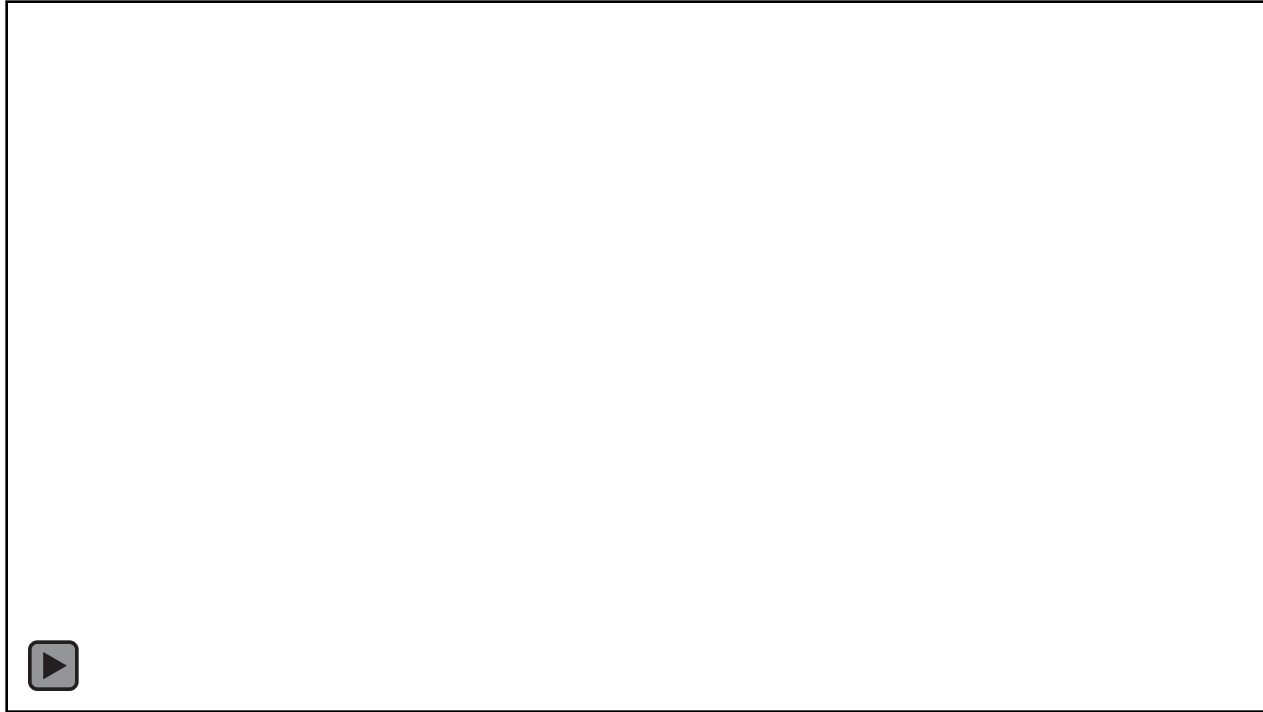


Ambitious Instruction Plan Roadmap

FINISH



Ambitious Instruction Principal PD Session



Ambitious Instruction Collaborative PD

Stuart School- Principal & SST Feedback



Ambitious Instruction PD Feedback

- *“AWESOME session!!! Engaging and provided me with lots of knowledge that was new to me and I feel comfortable to share with staff”*
- *“Very engaging for adult learners!! Thank you for the useful activities presented.”*
- *“The sessions on engagement today were very good. The activities are exceptional and will be engaging for our teachers.”*
- *“Content, organization and relevancy were on the mark!”*

Survey feedback from SSTs from the November SST Institute

Ambitious Instruction Next Steps

- Continue to implement the Ambitious Instruction **PD Roadmap**
- Use the **Regional System of Support** to determine the needs of schools in implementing the Ambitious Instruction Plan
- Continue to use **multiple data sources** to determine the effectiveness of the Ambitious Instruction Plan



Thank you.

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