

# Ambitious Instruction Plan 2.0: Teaching Reading, Writing and Mathematics

October 16, 2019

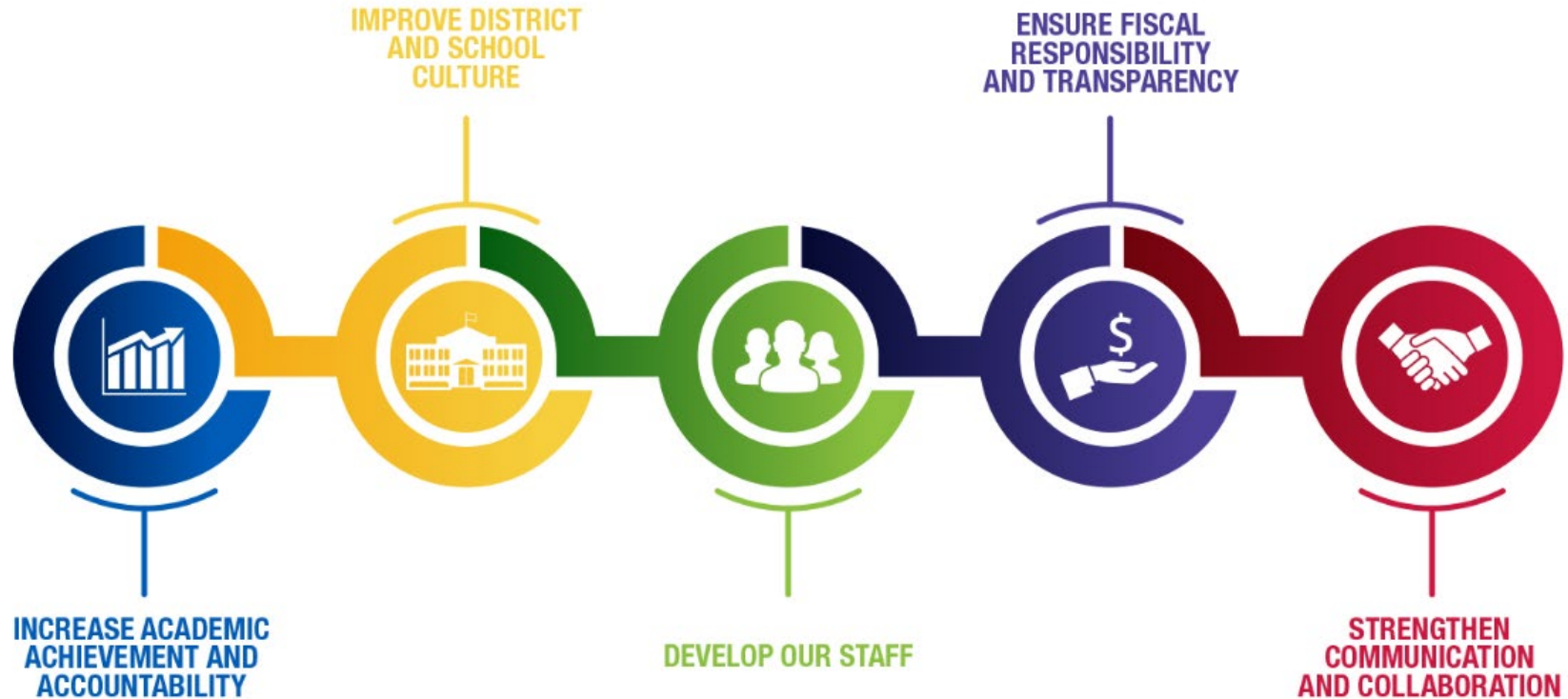


**MILWAUKEE  
PUBLIC SCHOOLS**

*Presenter(s): Dr. Jeremiah Holiday, Interim Chief Academic Officer  
Vickie Brown-Gurley, Interim Senior Director of Curriculum and Instruction*

*Dr. Keith P. Posley,  
Superintendent*

# Five Priorities for Success



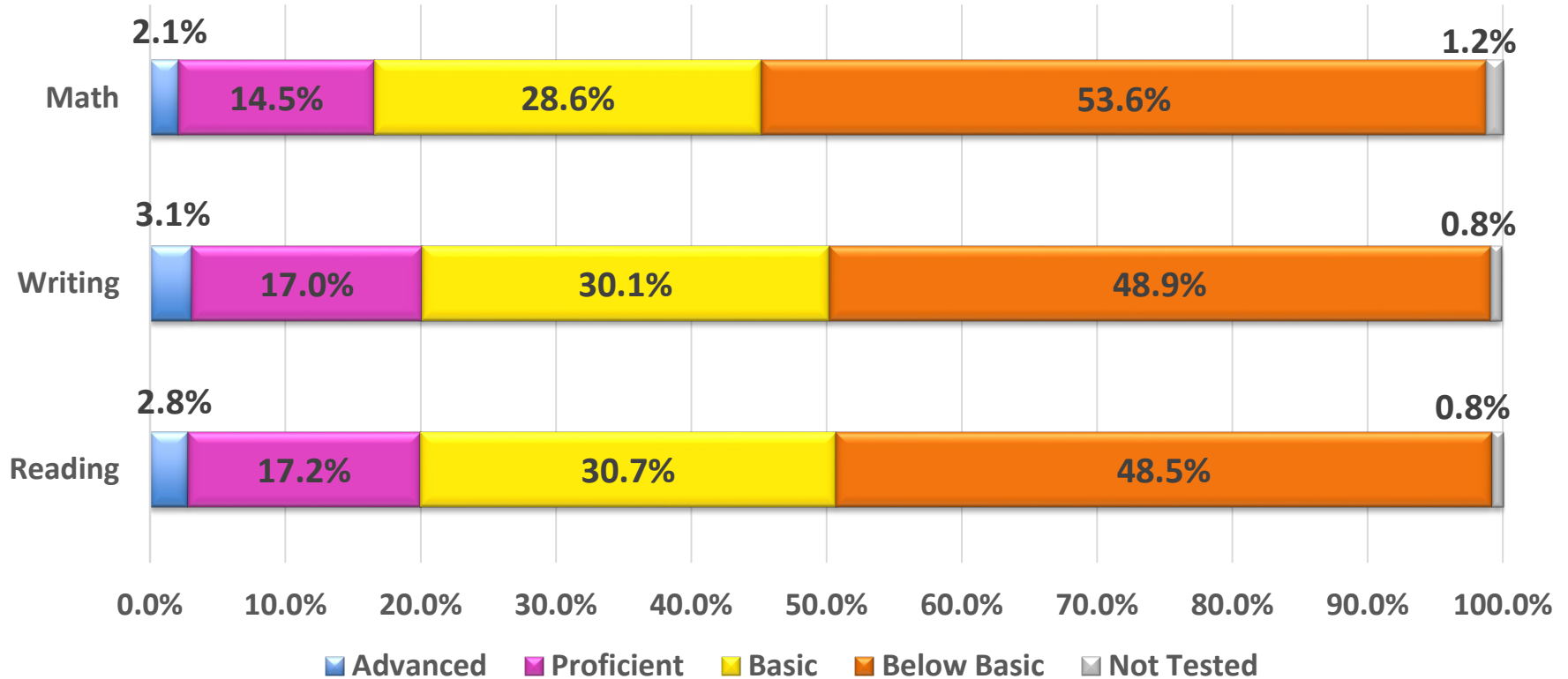
# Purpose and Overview

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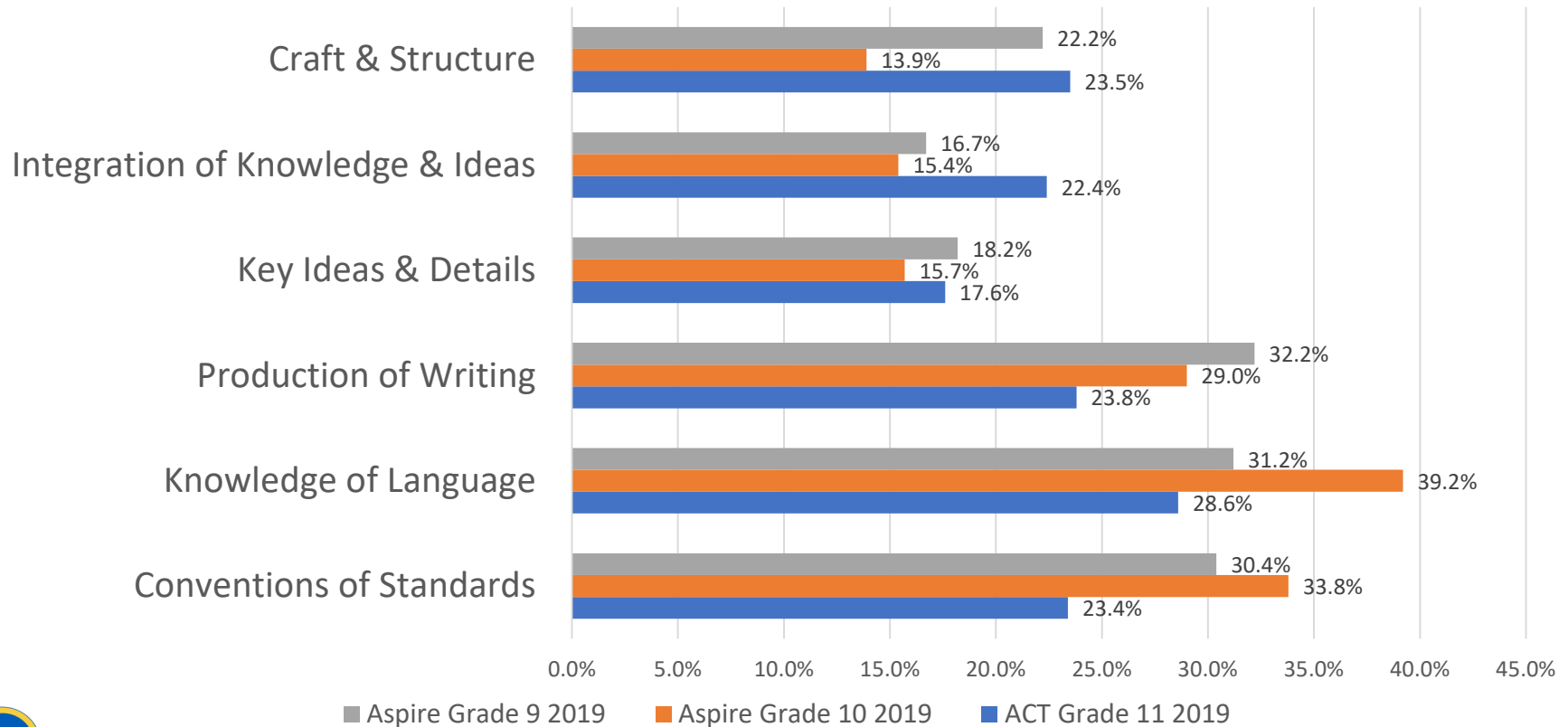
- Goal: To gain an understanding of the Ambitious Instruction Plan 2.0
- Focus
  - An overview of the work session
  - District Data
  - Ambitious Instruction Plan 2.0
  - Understanding the Ambitious Instruction Plan 2.0
  - Ambitious Instruction Plan 2.0 roll out
  - Implementation of Ambitious Instruction 2.0
  - Supports provided to schools
  - Professional Learning Opportunities for Staff
  - Districtwide Professional Learning
  - Resources for Families
  - Supported Research
  - Next Steps



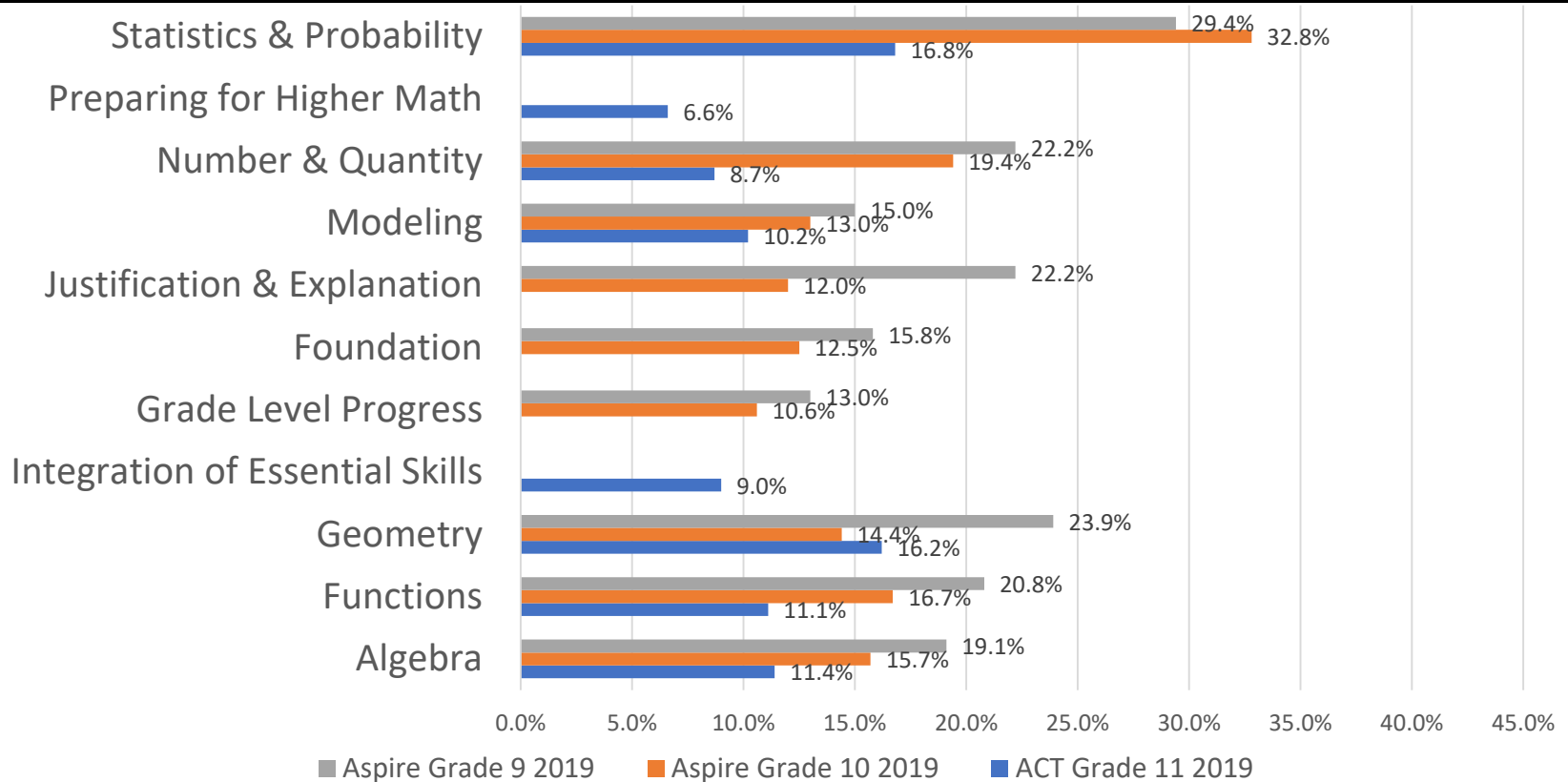
# Grades 3-8 Forward Exam Spring 2019



# ACT Aspire and ACT ELA Strands Spring 2019



# ACT Aspire and ACT Math Strands Spring 2019



READING	WRITING	MATHEMATICS
<p><b>Goal:</b> Prepare all students to read at grade level.</p> <p><b>Reading Vision:</b> Create a culture of reading and a community of readers to ensure high-quality reading practices are happening every day in each classroom.</p> <p><b>Essential Skills</b></p> <p>Wisconsin standards and Common Core State Standards (CCSS) for reading that include:</p> <ul style="list-style-type: none"> <li>● <b>Decoding:</b> Explicit, systematic instruction based on developmental sequence, systematic word study, and interactive read aloud</li> <li>● <b>Vocabulary Acquisition and Use:</b> Direct, explicit instruction of words in context, teaching specific context clues, directly teaching word learning strategies, and connecting new concepts/meanings to prior knowledge</li> <li>● <b>Comprehension:</b> 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</li> <li>● <b>Fluency:</b> Speed, accuracy, and prosody/expression for literature and informational text</li> </ul> <p><b>Effective Strategies</b></p> <ul style="list-style-type: none"> <li>● Use high-quality instructional resources aligned to standards, rigor, and the essential components of reading</li> <li>● Utilize formative, interim, and summative assessments and feedback to increase student understanding, engagement, and achievement</li> </ul>	<p><b>Goal:</b> Prepare all students for real writing opportunities across disciplines.</p> <p><b>Writing Vision:</b> Create a culture of writing that promotes communities of culturally and linguistically diverse writers.</p> <p><b>Essential Skills</b></p> <p>Wisconsin standards, Common Core State Standards (CCSS) and content standards for writing with a specific focus on:</p> <ul style="list-style-type: none"> <li>● Applying the writing process: planning, drafting, editing, revising</li> <li>● Supporting writing with evidence from multiple perspectives</li> <li>● Writing for a range of tasks, purposes (rhetorical, analysis, argumentative, informative, and narrative), and audiences</li> <li>● Using academic and discipline-specific vocabulary</li> <li>● Building writing stamina</li> <li>● Summarizing, note-taking, paraphrasing</li> </ul> <p><b>Effective Strategies</b></p> <ul style="list-style-type: none"> <li>● Provide explicit instruction that uses a process approach to writing</li> <li>● Plan for repeated practice and scaffolded support</li> <li>● Provide students with ongoing, timely, descriptive feedback through conferencing</li> <li>● Utilize formative, interim, and summative assessments and feedback to increase student understanding, engagement, and achievement</li> <li>● Continue to implement the Essential 6 Framework for Literacy for writing in content areas</li> </ul>	<p><b>Goal:</b> Prepare all students starting in kindergarten for success in algebra.</p> <p><b>Math Vision:</b> Create a culture that maximizes learning of mathematics with high-quality instruction to ensure mathematics proficiency for every student.</p> <p><b>Essential Skills</b></p> <p>Wisconsin standards for mathematics with a specific focus on:</p> <ul style="list-style-type: none"> <li>● Operations and algebraic thinking/expressions and equations/functions/algebra</li> <li>● Geometry</li> <li>● Measurement and data/statistics and probability</li> </ul> <p>Standards for mathematics practice with a specific focus on:</p> <ul style="list-style-type: none"> <li>● Making sense of problems; perseverance in solving</li> <li>● Constructing viable arguments and critiquing the reasoning of others</li> <li>● Using appropriate tools strategically</li> <li>● Attending to precision</li> </ul> <p><b>Effective Strategies</b></p> <ul style="list-style-type: none"> <li>● Use high-quality instructional resources aligned to the Wisconsin Model Academic Standards to plan and implement effective, engaging mathematics instruction</li> <li>● Utilize formative, interim, and summative assessments and feedback to increase student understanding and raise student achievement</li> <li>● Emphasize math vocabulary and student discourse within the context of math instruction</li> </ul>

Professional Development focuses on differentiated support for identified skills and strategies and aligns with the School Improvement Plan (SIP).

# MPS Academic Standard of Care

1. Build positive relationships with students and families.
2. Know what each student needs in each content area.
3. Conduct formative assessments regularly.
4. Differentiate instruction for students.
5. Instruct students at or above grade level.
6. Utilize scaffolding for students above and below grade level.
7. Design instruction using the content standards.
8. Use district-adopted/endorsed materials during instruction.
9. Center learning around student interests, voice, and choice.
10. Design learning experiences for students that are inquiry -based.



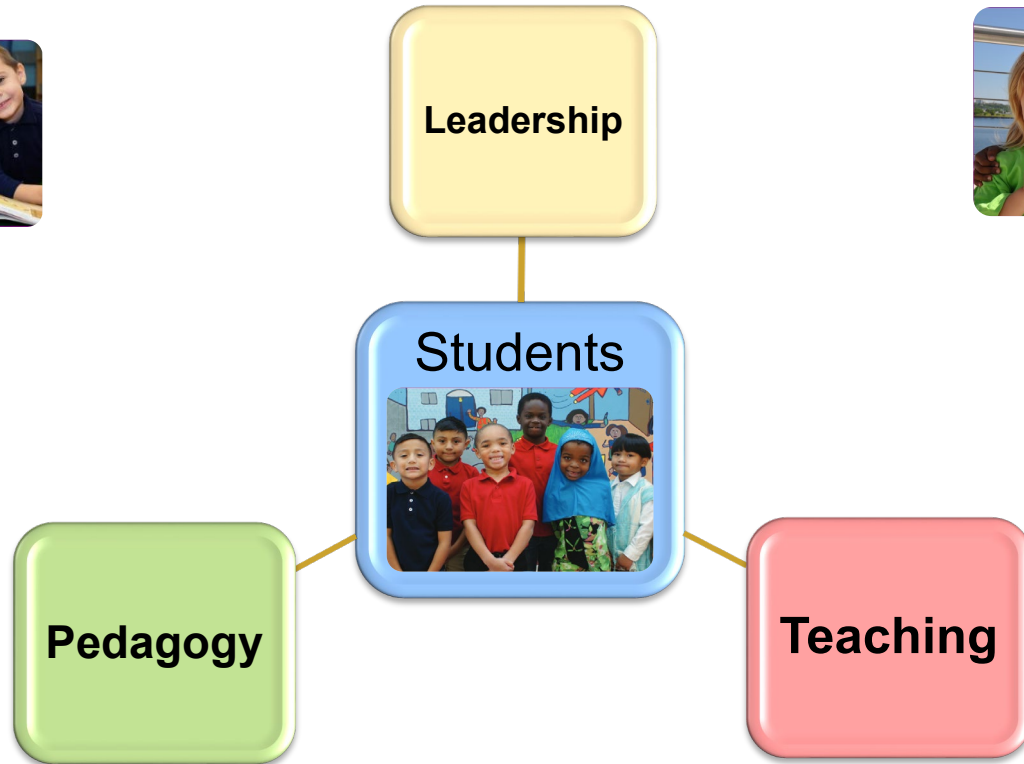
# Ambitious Instruction Plan 2.0

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## Teaching Reading, Writing, and Mathematics

To increase academic achievement and accountability, the district will continue its improvement efforts through rigorous Ambitious Instruction 2.0 for the 2019 –2020 academic school year. The goal of the district is to focus on “**fidelity**” of implementation and “**high quality**” standards-aligned instruction.

# Ambitious Instruction Plan 2.0: The Foundation



# Ambitious Instruction Plan 2.0: *Leadership*

- Leading schools to college and career readiness
- Maximizing learning time and standards-aligned instruction
- Sustaining a professional learning culture



# Ambitious Instruction Plan 2.0: Principal Strand

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- Principal-teacher relationships
- Principal-student relationships
- Fidelity of the implementation of district - adopted materials
- Quality of instructional support in leading the learning



# Ambitious Instruction Plan 2.0: *Teaching*

- Engaging students cognitively in high levels of critical thinking
- Teaching students the essential content and representing concepts with examples
- Allowing students to build/apply knowledge that fosters learning

# Ambitious Instruction Plan 2.0: Teacher Strand

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- Teacher-student relationships
- Fidelity of teaching to standards to promote academic achievement
- Quality of instruction across reading, writing, and mathematics



# Ambitious Instruction Plan 2.0: *Pedagogy*

- Promoting learning and teaching
  - Teachers engaged in in-depth learning/teaching that transforms into rich academic content
  - Students engaged in in-depth learning/meaningful discourse that transforms into application

# Ambitious Instruction Plan 2.0: Student Strand

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- Student-student relationships
- Fidelity of applying critical thinking to solve real-world problems
- Quality of students' interactions with high - quality instructional materials in reading, writing, and mathematics to develop critical thinking



# District Reading Goal

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Prepare all students to read at grade level.



# Reading Essential Skills

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- Decoding
- Vocabulary Acquisition and use
- Comprehension
- Fluency

# Reading Effective Strategies

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- Use high-quality instruction resources aligned to standards, rigor, and the essential components of reading
- Utilize formative, interim, and summative assessments and feedback to increase student understanding, engagement, and achievement

# SIP: Reading Focus Areas and Instructional Strategies

<b>Key Ideas and Details</b> (CCSS Reading Standards 1-3)	<b>Craft and Structure</b> (CCSS Reading Standards 5-6) <b>Integration of Knowledge and Ideas</b> (CCSS Reading Standards 7-9)	<b>Vocabulary Use</b> (CCSS Reading Standard 4, Language Standards 4-6)
<b>Close reading/Text Dependent Questions</b>	<b>Text Feature and Text Structure Analysis</b>	<b>Contextualize Vocabulary Instruction/Context Clues</b>
<b>Reciprocal Teaching</b>	<b>Compare and Contrast</b>	<b>Oracy/Discourse</b>
<b>Metacognition</b>	<b>Literacy Devices</b>	<b>Morphology/Word Meaning</b>

# District Writing Goal

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Prepare all students for real writing opportunities across disciplines.



# Writing Essential Skills

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- Applying the writing process
- Supporting writing with evidence
- Writing for a range of tasks, purpose and audiences
- Using academic and discipline specific vocabulary
- Building writing stamina
- Summarizing, note-taking, paraphrasing

# Writing Effective Strategies

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- 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
- Utilize formative, interim, and summative assessments and feedback to increase student understanding, engagement, and achievement
- Continue to implement the Essential 6 Framework for Literacy for writing in content areas

# SIP: Writing Focus Areas and Instructional Strategies

<b>Writing/Language: Text Types and Purposes</b> (CCSS Writing Standards 1-3)	<b>Production of Writing - PoW</b> (CCSS Writing Standards 4-6)	<b>Knowledge of Language (CCSS Language Standards 1-6)</b>
<b>Establishing Purpose, Text-type, and Audience</b>	<b>Regular, Daily Classroom Time for All Types of Writing</b>	<b>Explicit Vocabulary Instruction</b>
<b>Text-Dependent Responses/Evidence-Based Writing</b>	<b>Process Approach to Writing: Planning/Goal Setting, Revising</b>	<b>Embedded Grammar Instruction</b>
<b>Topic/Idea Generation, Genre Awareness</b>	<b>Summarizing, Note-Taking, Idea/Question Generation</b>	<b>Process Approach to Writing: Drafting, Revising, Editing</b>



# District Mathematics Goal

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Prepare all students starting in kindergarten  
for success in algebra.



# Mathematics Essential Skills

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- Operations and algebraic thinking/expressions
- Geometry
- Measurement and data statistics and probability
- Making sense of problems
- Constructing viable arguments and critiquing the reasoning of others
- Attending to precision

# Mathematics Effective Strategies

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- Use high-quality instruction resources aligned to the Wisconsin Model Academic Standards
- Utilize formative, interim, and summative assessments and feedback to increase student understanding, engagement, and raise achievement
- Emphasize math vocabulary and student discourse within the context of math instruction

# SIP: Math Focus Areas and Instructional Strategies

<p><b>Algebra Readiness: Operations and Algebraic Thinking/Expressions and Equations/Functions</b> (Standards for Math Practices 1-3 )</p>	<p><b>Fractions/Ratio/Rate and Proportional Relationships</b> (Standards for Math Practices 4-8)</p>	<p><b>Integrating Essential Skills: Apply Skills, Understand Connections, Fluency</b> (Standards for Math Practices 1-5)</p>
<p><b>Inquiry-Based Approach</b></p>	<p><b>Use and Connect Mathematical Representation</b></p>	<p><b>Support Productive Struggle</b></p>
<p><b>Facilitate Meaningful Mathematical Discourse</b></p>	<p><b>Real-World Math Situations</b></p>	<p><b>Increasing Complexity in Math Problems</b></p>
<p><b>Tasks That Promote Reasoning</b></p>	<p><b>Mathematical Modeling: Conceptual Understanding</b></p>	<p><b>Mathematical Modeling: Different Methods to Represent Real-World Situations</b></p>



## Ambitious Instruction Plan 2.0

### The Foundational “What”

Ambitious Instruction 2.0: Leadership  
Ambitious Instruction 2.0: Teaching  
Ambitious Instruction 2.0: Pedagogy

### Ambitious Instruction Design Elements

Alignment  
Differentiation  
Teacher Professional Development  
Administrator Professional Development

### Expectations for All Schools and Classrooms in MPS

MPS School Standard of Care

### Professional Learning Sessions

- Principal Leadership Institute (PLI)
- School Support Teacher (SST) Institute
- Assistant Principal and Special Education Supervisor Institute
- Coaching
- School-based Professional Development
- Ambitious Instruction Department Chair Meetings (ELA and Mathematics)
- MPS University
- District Professional Development Days
- New Teacher Induction
- District Teacher Professional Development Days

### Monthly Topics

- **July/August/September**—Ambitious Instruction 2.0: Introduction and Standards in Reading, Writing, and Mathematics
- **October/November**—Reading, Writing, and Mathematics Across All Content Areas
- **December/January**—Formative Assessments in Reading, Writing, and Mathematics
- **February/March**—Reading, Writing, and Mathematics Across All Content Areas
- **April/May**—Inquiry-based Learning in Reading, Writing, and Mathematics
- **June**—Reflection/School Improvement Planning

### Measurement

- Universal Screener (STAR)
- District-wide Writing Assessment
- Classroom-based Formative Assessments
- Statewide/National Assessments

### System of Support

- Curriculum and Instruction Managers and Specialists
- Instructional Coaches
- Teacher Leaders
- Regional Superintendents
- Instructional Leadership Directors
- Special Education Managers

### Alignment of School Improvement Plans to Ambitious Instruction 2.0

# Professional Development

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Professional development focuses on differentiated support for identified skills and strategies and aligns with the School Improvement Plan (SIP)

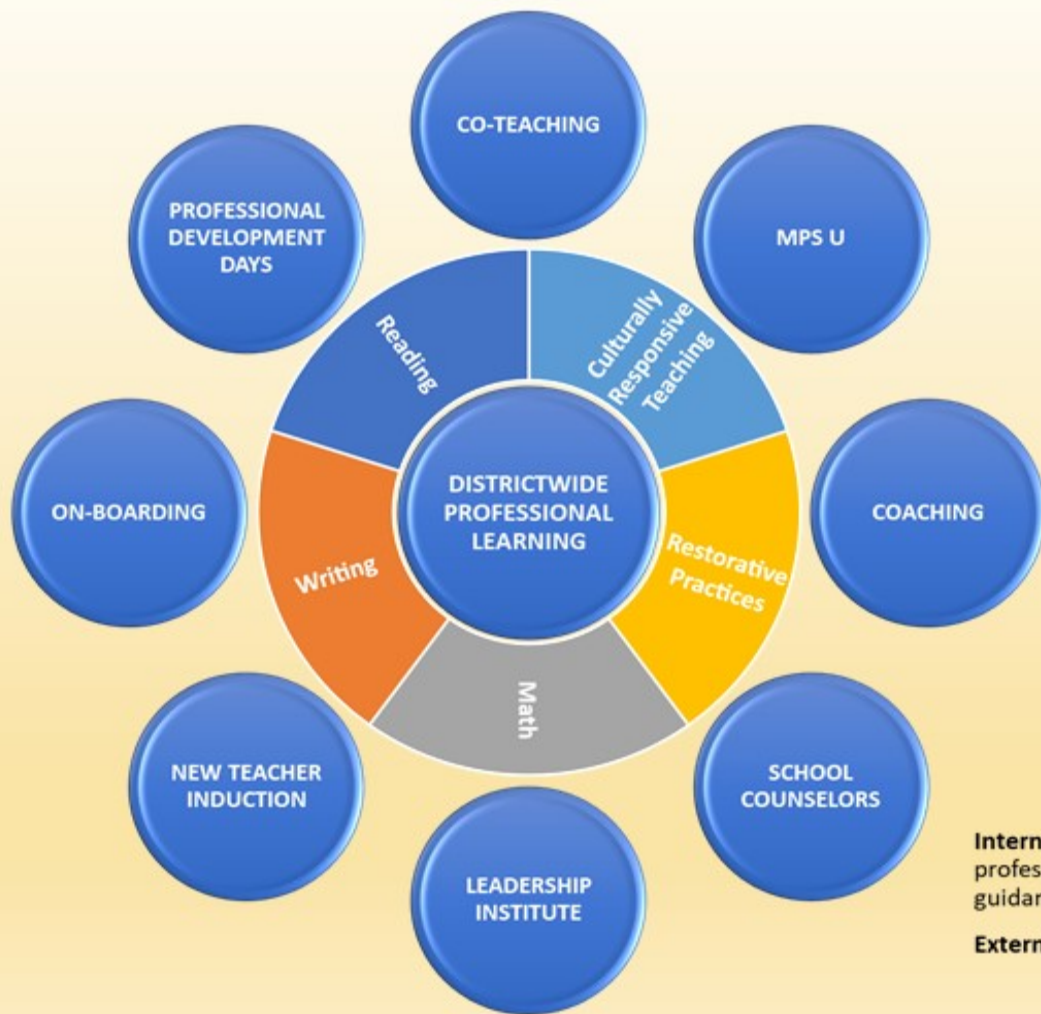


# Ambitious Instruction Design Elements

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- Alignment
  - School Improvement Plan
  - Ambitious Instruction
  - Assessments
- Differentiation
  - Focus Areas/Strategies by school
  - School base data
- Professional Development
  - School Support Teachers
  - Classroom Teachers
  - Principal Leadership Institute
  - Regional Instructional Rounds
  - Assistant Principal and Special Education Supervisor's Institute
  - New Educator Institute
  - Parent Coordinator Institute





**Internal Staff:** Plans and implements professional development and provides guidance and support

**External Staff:** Supports work in schools



# Resources for Families

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- Grade-by-Grade Parent Guides  
<https://mps.milwaukee.k12.wi.us/en/Families/Education-Resources/Parent-Guides.htm>
- Understanding Your Child's Assessments Guide  
<https://mps.milwaukee.k12.wi.us/en/Families/Education-Resources/Parent-Guides.htm>
- Student Tool Box <https://mps.milwaukee.k12.wi.us/en/Students.htm>
- MPS Reads <https://mps.milwaukee.k12.wi.us/en/Programs/Literacy/MPS-Reads.htm>



# Next Steps

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- Analyze/Humanize student data to drive decision -making.
- Support school -based teams on using data conversations to inform the implementation of Ambitious Instruction Plan 2.0.
- Provide ongoing professional learning for educators.
- Provide ongoing professional learning for administrators.
- Provide ongoing SIP support.
- Continue the cycle of inquiry process to inform practice.
- Provide updates to the school board on Ambitious Instruction Plan 2.0.

# Additional Next Steps

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- Teams of teachers and administrators from Comprehensive Support and Improvement (CSI) schools are required to attend Saturday workshops to review cohort data and formalize strategies for improvement.
- School leaders are receiving professional learning to observe classrooms and give staff feedback on Ambitious Instruction Plan 2.0 strategies in the classroom.
- Addresses school needs (daytime and evening sessions) by providing additional professional learning opportunities for teachers on school selected strategies.
- Ensures that all district professional development days are devoted to Ambitious Instruction Plan 2.0/SIP strategies.
- Participation of parent coordinators is during Saturday workshops.
- Works with District Advisory Council around Ambitious Instruction Plan 2.0 and ways parents can better support their students at home.



# Supported Research

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Achieve the Core (<https://achievethecore.org/> )

Ambitious Leadership: How Principals Lead Schools to College and Career Readiness, December 2016

([https://newleaders.org/research\\_policy/ambitious\\_leadership/](https://newleaders.org/research_policy/ambitious_leadership/))

How Classroom Assessments Improve Learning, Gusky, Thomas R., Educational Leadership, February 2003, Volume 60 Number 5

In Pursuit of Ambitious Instruction: Leading for Deeper Learning (<http://blogs.edweek.org/edweek/edtechresearcher/2017/01/> )

# Thank you.

**Presenters:**

Dr. Jeremiah Holiday, Interim Chief Academic Officer

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



Dr. Keith P. Posley, *Superintendent*