

# Ambitious Instruction: Accelerating Learning Update



**MILWAUKEE**  
PUBLIC SCHOOLS

February 2022

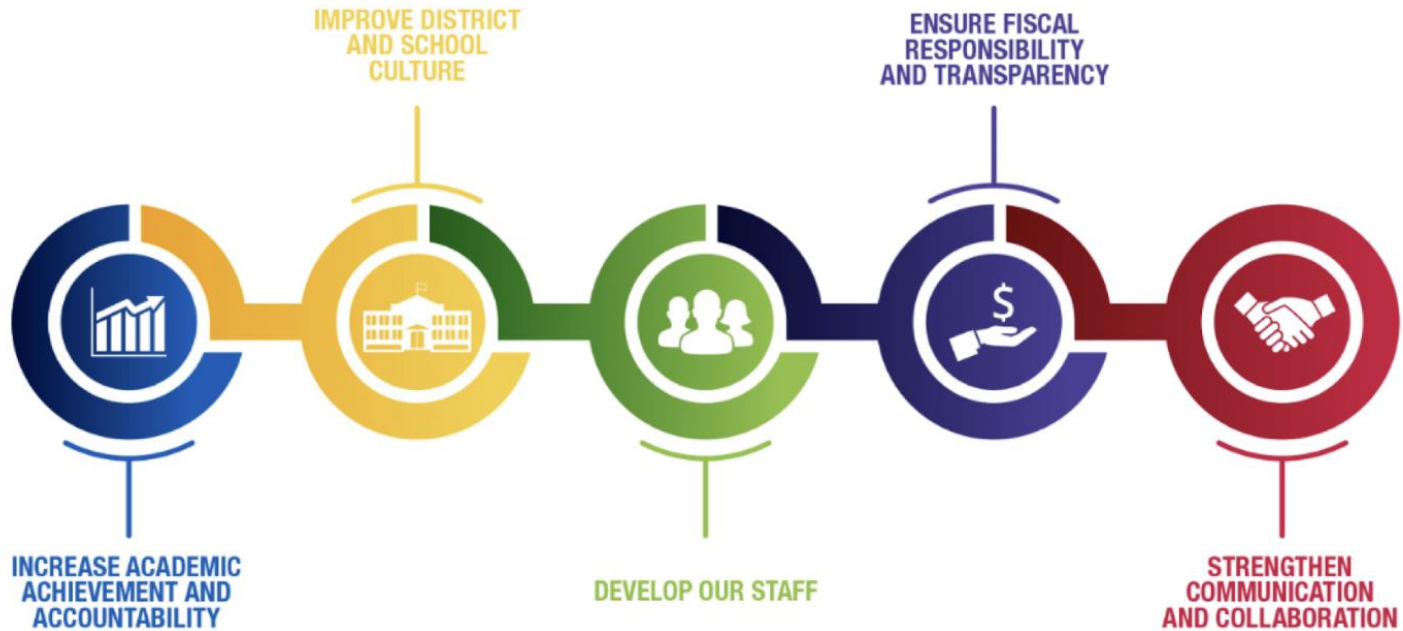
## ***Presenters:***

Dr. Felicia Saffold, Senior Director Curriculum and Instruction

Dr. Melanie Stewart, Director Research, Assessment & Data

Dr. Keith P. Posley,  
*Superintendent*

# Five Priorities for Success





MILWAUKEE  
PUBLIC SCHOOLS



Formative  
Practices



Explicit  
Instruction



Engagement

# Professional Learning Plan

## Intentional Planning

### Cycle 1

- Using learning intentions to guide instructional decisions
- Using district-adopted resources
- Leveraging technology
- Connecting to students lives

## Scaffolded Support

### Cycle 2

- Providing specific, actionable, immediate feedback to students
- Modeling and verbalizing the thinking process
- Providing meaningful peer interactions
- Allowing choice in demonstration of learning

## Empowering Students

### Cycle 3

- Providing opportunities for students to self-assess and monitor their own progress
- Providing opportunities for collaborative and independent practice
- Serving as facilitators of learning

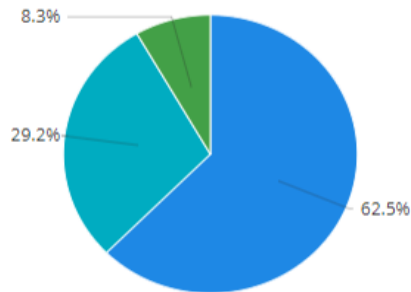
# Implementation of Adult Learning – End of Cycle 1



Formative  
Practices

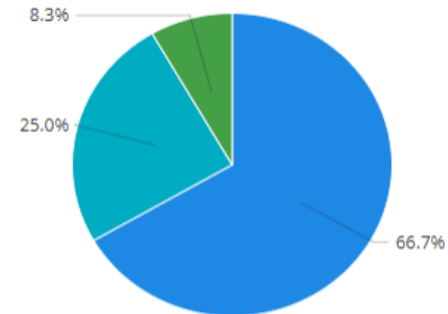
**Success Indicator # 1 – Formative Practices** include activities/actions taken by teachers to elicit and respond to student thinking and reasoning in order to deepen student understanding and meet and advance student learning.

Success Indicator # 1 -Learning Intention and Success Criteria



- Meets Expectations The teacher ...
- Developing The teacher identifies t...
- Needs Support The teacher has n...

Success Indicator # 1 - Checking for Understanding



- Meets Expectations The teacher uses...
- Developing The teacher identifies t...
- Needs Support There is no evidence ...

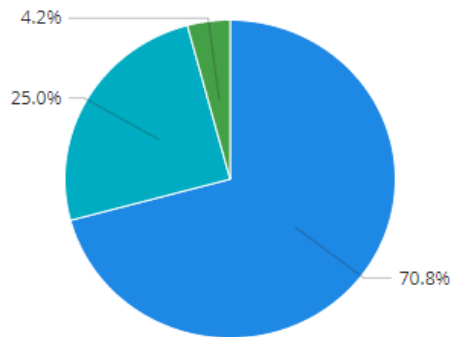
# Implementation of Adult Learning – End of Cycle 1



Explicit Instruction

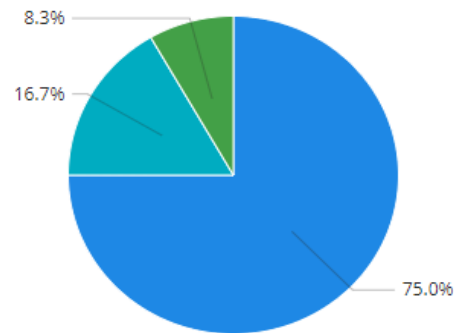
**Success Indicator # 2 – Explicit Instruction** can be described as intentional and purposeful actions taken by teachers to ensure hands-on/minds-on engagement and learning by every student. Explicit instruction frames teaching as an active endeavor that centers instruction on student meaning and sense making. Teachers help students build new knowledge by making explicit connections to prior learning. Though each content area embraces content-specific instructional strategies, explicit instruction through a broader lens articulates a core set of high-leverage instructional practices and teaching skills necessary to promote deep learning consistent across all content areas.

Success Indicator # 2 - Use of Instructional Materials



- Meets Expectations There is evidenc...
- Developing There is evidence that t...
- Needs Support The teacher has not c...

Success Indicator # 2 - Grade-Level Instruction



- Meets Expectations There is clear e...
- Developing There is some evidence t...
- Needs Support There is a disconnect...

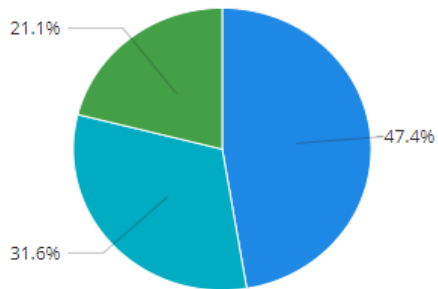
# Implementation of Adult Learning – End of Cycle 1



## ***Success Indicator # 3 – Academic practices promote emotional, cognitive, and behavioral ENGAGEMENT*** is

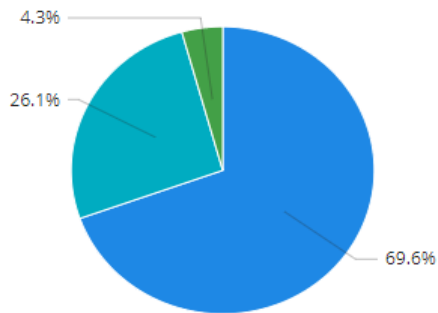
characterized by opportunities in the classroom to develop cognitive skills and habits of mind that prepare students to take on more advanced academic tasks with confidence. Students of all skill levels participate meaningfully, and differentiated supports help all students reach proficiency. The classroom is a socially and intellectually safe environment where students are positioned as competent and capable learners.

Success Indicator # 3 - Rich Learning Experiences through Technology



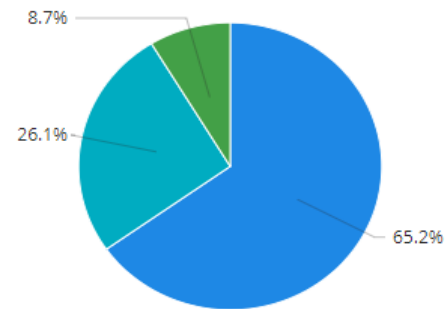
■ Meets Expectations ... ■ Developing St...  
■ Needs Support ...

Success Indicator # 3 - Cultural Context in Lessons



■ Meets Expectations ... ■ Developing Th...  
■ Needs Support ...

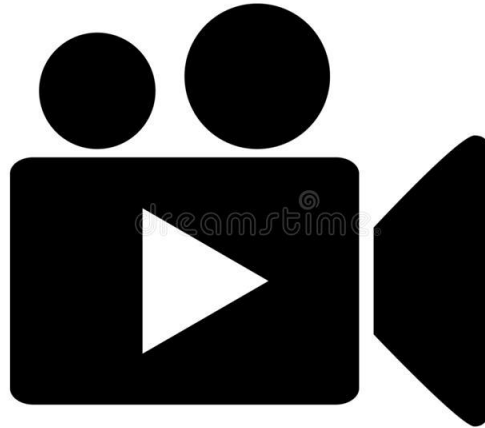
Success Indicator # 3 - Culturally Responsive Strategies



■ Meets Expectations ... ■ Developing Th...  
■ Needs Support ...

# Ambitious Instruction in Action

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# Star Baseline Participation

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- Early Literacy (Grade 1) – 69.0%
- Reading (Grade 2+) – 74.5%
- Math (Grade 1+) – 73.1%



# Benchmarks for Star

## Star Early Literacy and Star Reading

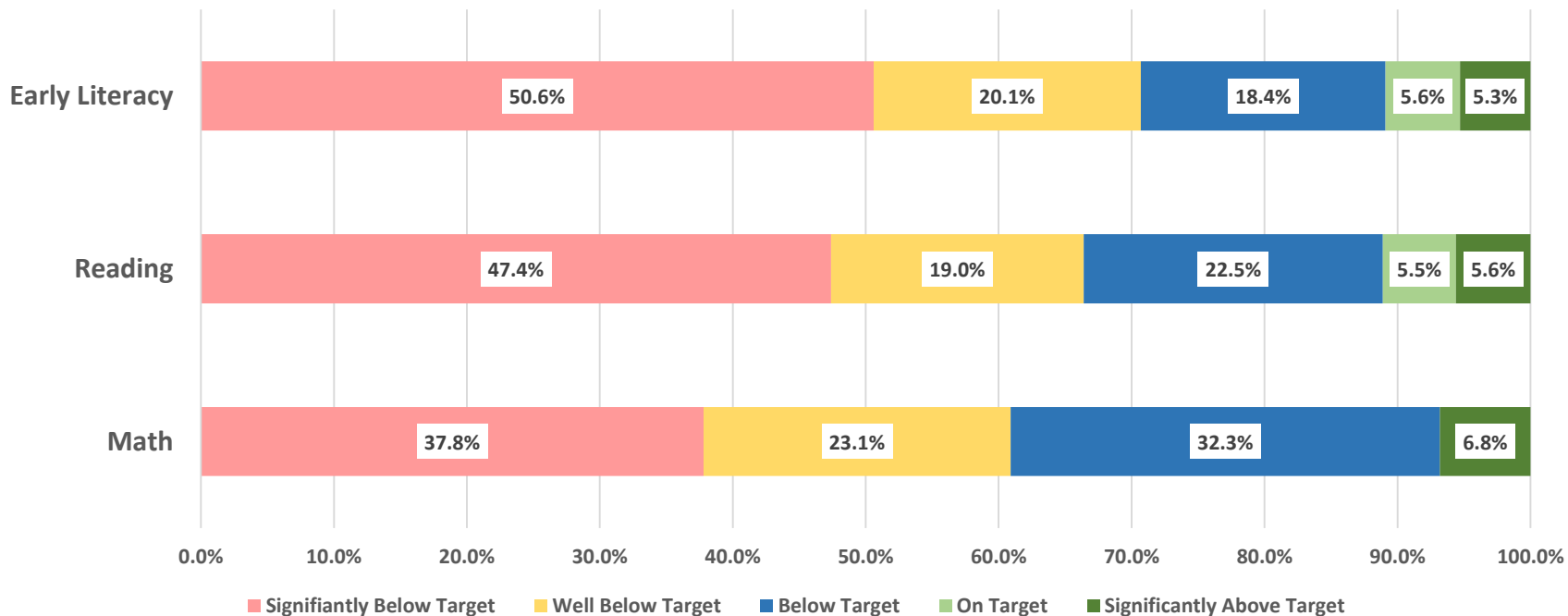
Performance Category	Percentile Rank Ranges in 2021-22 school year	Predicts to WI Forward and ACT Suite
Significantly Below Target	1–10	Below Basic
Well Below Target	11–25	
Below Target	26–59	Basic
On Target	60–74	Proficient and Above
Significantly Above Target	75 and up	

## Star Math

Performance Category	Percentile Rank Ranges in 2021-22 school year	Predicts to WI Forward and ACT Suite
Significantly Below Target	1–10	Below Basic
Well Below Target	11–39	
Below Target	40–74	Basic
At or Above Target	75 and up	Proficient and Above



# Baseline Star Data – Fall 2021



# Thank you.

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