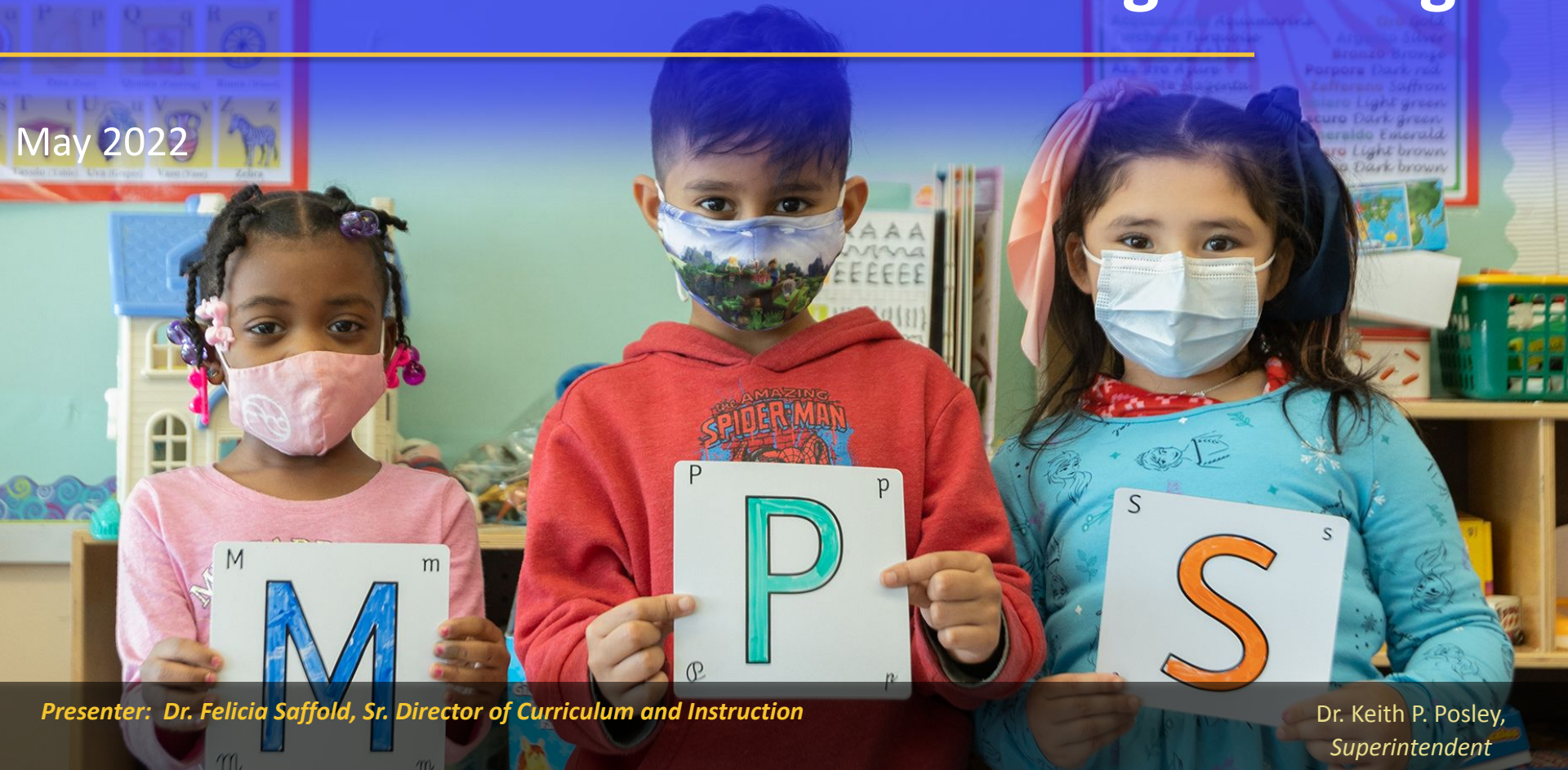


Ambitious Instruction: Accelerating Learning

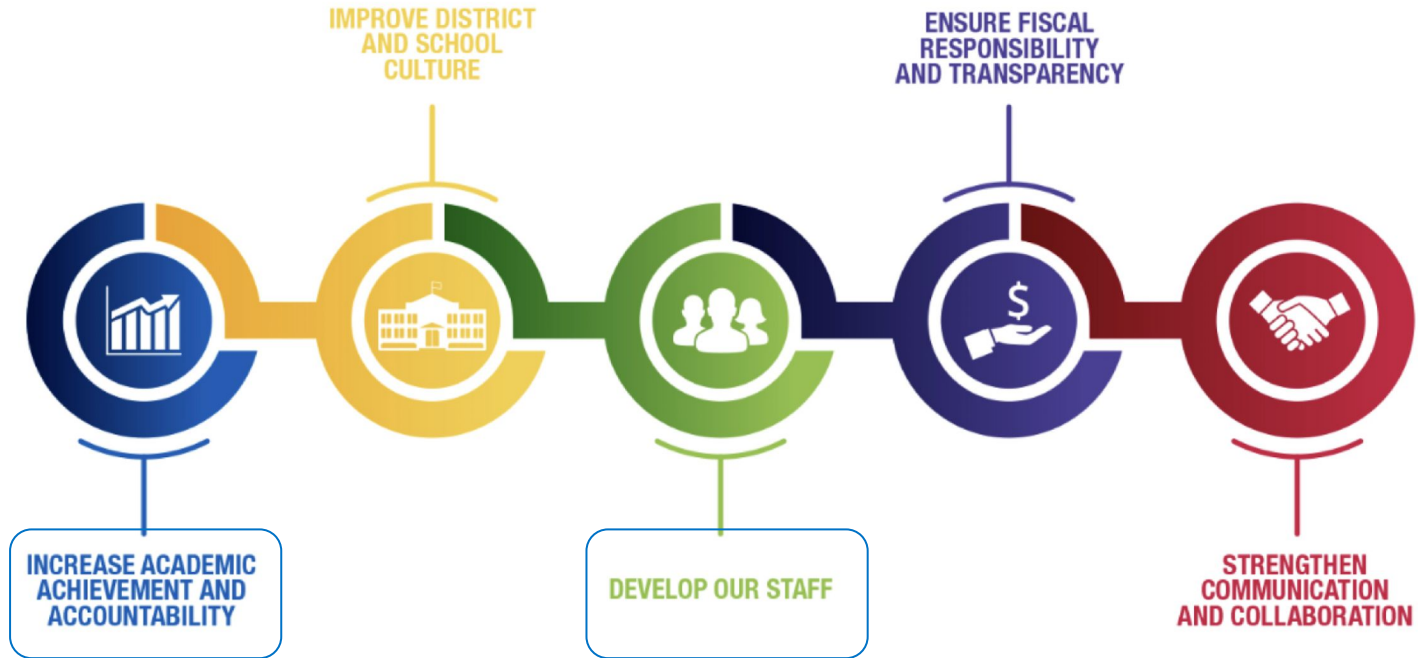
May 2022



Presenter: Dr. Felicia Saffold, Sr. Director of Curriculum and Instruction

*Dr. Keith P. Posley,
Superintendent*

Five Priorities for Success





MILWAUKEE
PUBLIC SCHOOLS



Formative
Practices



Explicit
Instruction



Engagement

Ambitious Instruction Observation Data

	BEGINNING OF CYCLE 3	END OF CYCLE 3
Formative Practices	51.4%	55.5%
Explicit Instruction	48.2%	52%
Engagement	51.95%	57.95%



Highlights in Ambitious Instruction

- Common language across the district
- Collaboration throughout the Office of Academics
- Three successful textbook adoptions
- Increased project based learning and hands on learning
- Increased literacy in science and social studies classrooms
- Intentionality with education and career opportunities



Guided Reading In-depth Training

A teaching method that helps teachers meet the specific needs of struggling, proficient, and advanced readers.

Goal

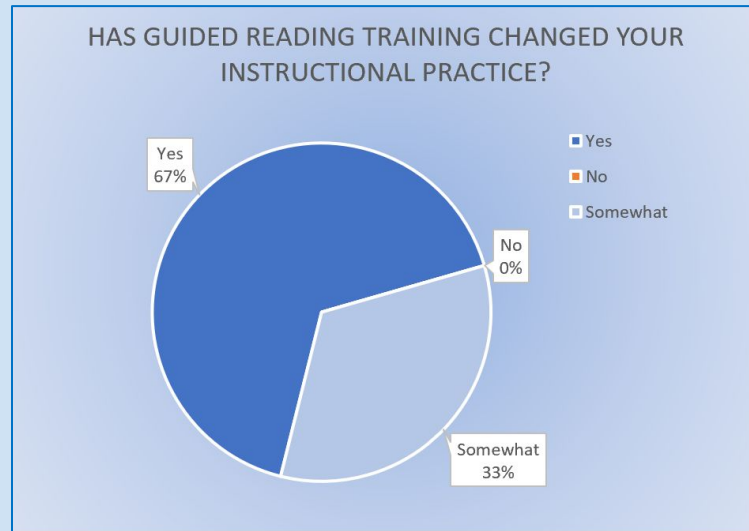
To change teachers' instructional practice through a unique form of professional development that involved hands-on practice with students and expert coaching in real time.

Participants

47 Participants

- 17 - Teachers
- 9 - District level staff
- 8 - SSTs
- 7- School Administrators
- 4 - Other
- 1 - AGR

Results





FIRST® LEGO® League



UNSIL



Mobile app national winners



Stem Fair



Classroom Engagement and Authentic Experiences

MPS WRITING

2021-2022 School Year

EXPLICIT TEACHING STRATEGIES

MLK WRITING UNIT –ALL SCHOOLS

STRATEGIES:

*CREATING A TOPIC SENTENCE

*SINGLE PARAGRAPH OUTLINE

6-TRAITS WRITING

WRITING TEACHER CHAMPIONS

96 SCHOOLS

98 CHAMPIONS

SHARE STRATEGIES

W/SCHOOLS

DELIVER PD TO SCHOOL STAFF

PROFESSIONAL DEVELOPMENT

65 SESSIONS WITH COHORTS AND
CHAMPIONS

COLLABORATION WITH THE
WRITING REVOLUTION TO TRAIN

CHAMPIONS
SST TRAINING

Increasing Inquiry- Based Instruction

Formative Practices:

- Curriculum & Instruction has offered 28 different PDs this school year on Document Based Questioning (DBQ) Online, an inquiry-based curriculum for 3rd-12th grades.
- Trainings focused on the inquiry-based process of the DBQ, which asks students to research and gather evidence in order to answer a question about a historical or current event.
- There are currently 558 teachers using the DBQ Online Platform

Explicit Instruction:

- Curriculum & Instruction has modeled the DBQ process to teachers through PD opportunities and modeling in classrooms around the district.
- The DBQ framework provides students with grade-level material with scaffolding and accommodations to meet individual needs.
- The DBQ framework focuses on teaching reading, writing, and analyzing skills.

Engagement

- DBQ Online has been extremely successful this year, growing from 2100 user logins by October 1st to 67,000 user logins by May 1st. MPS averages 9,429 logins per month.
- Districtwide, teachers have assigned a total of 793 DBQs this school year, impacting approximately 15,800 students.

Early Childhood

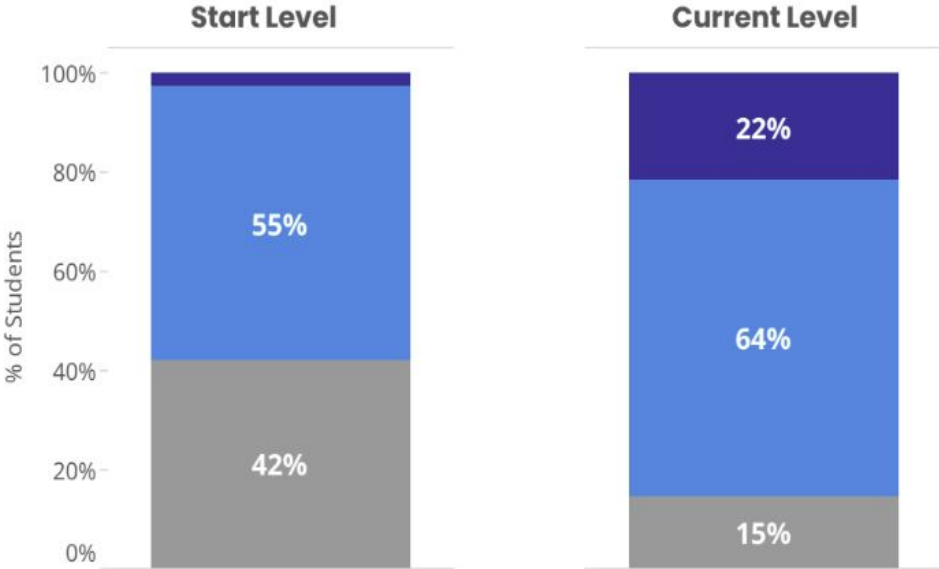
Explicit Instruction:



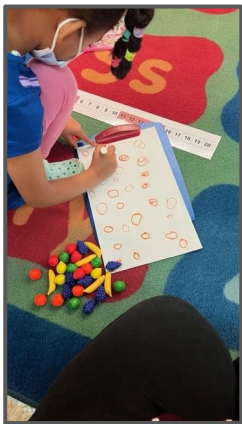
10 schools
22 classrooms

Progress in Core5 for All Students in Sample During 2021-22 (N=400)

- Core5 Grade Level of Skills
- Reached EOY Benchmark
 - In Student Grade
 - 1 Grade Below
 - 2+ Grades Below



The Counting Collections Routine



Promising Data from Our Early Adopters

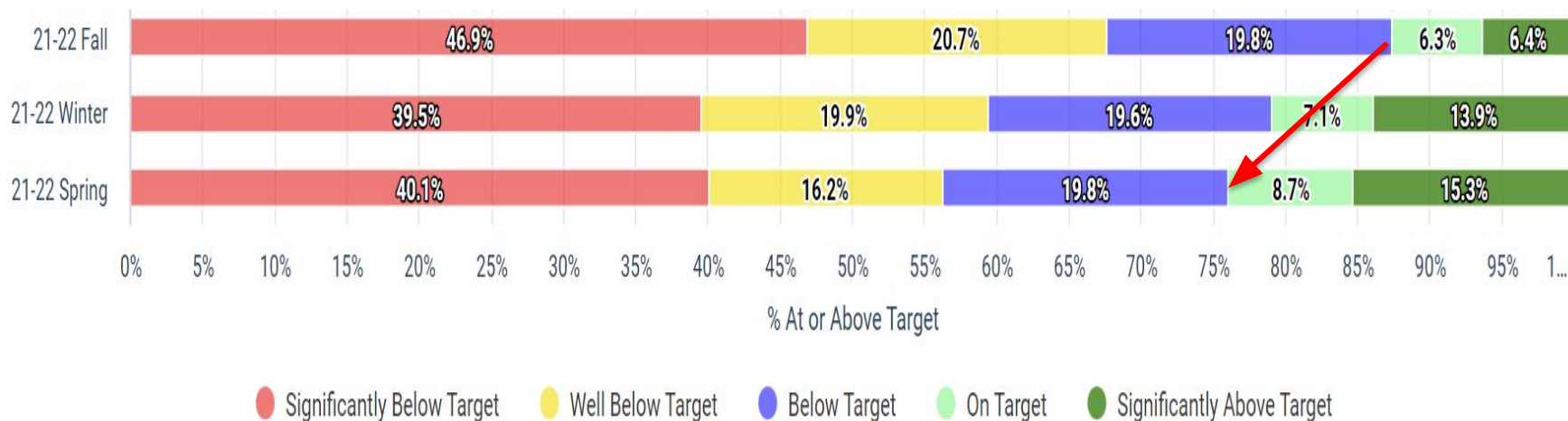
13 MPS Schools & 21 classrooms
4K - Grade 2

100% of children demonstrated gains in counting understanding.

75% of children working two- and three-years below grade level have reached grade level expectations for counting.

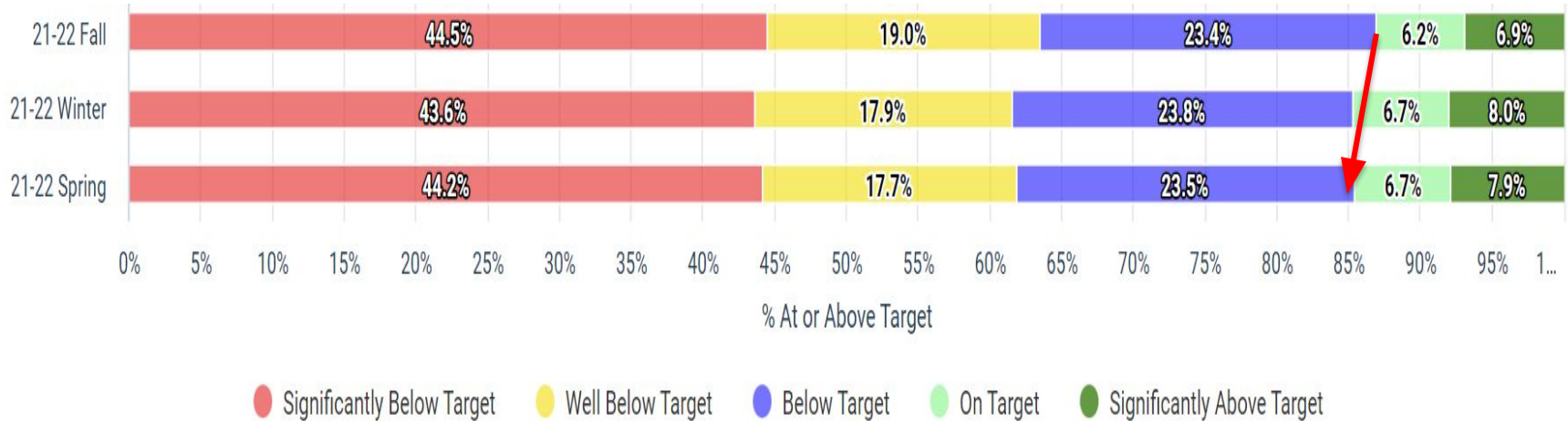


Early Literacy English & Spanish



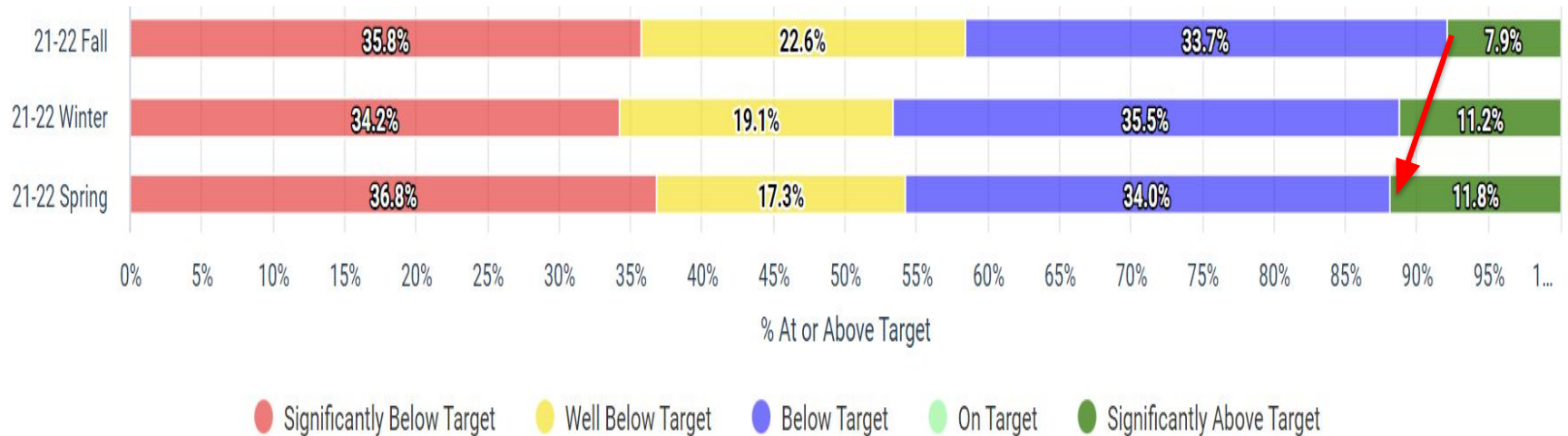
483 Additional first grade students are on-target or above!

Reading English & Spanish



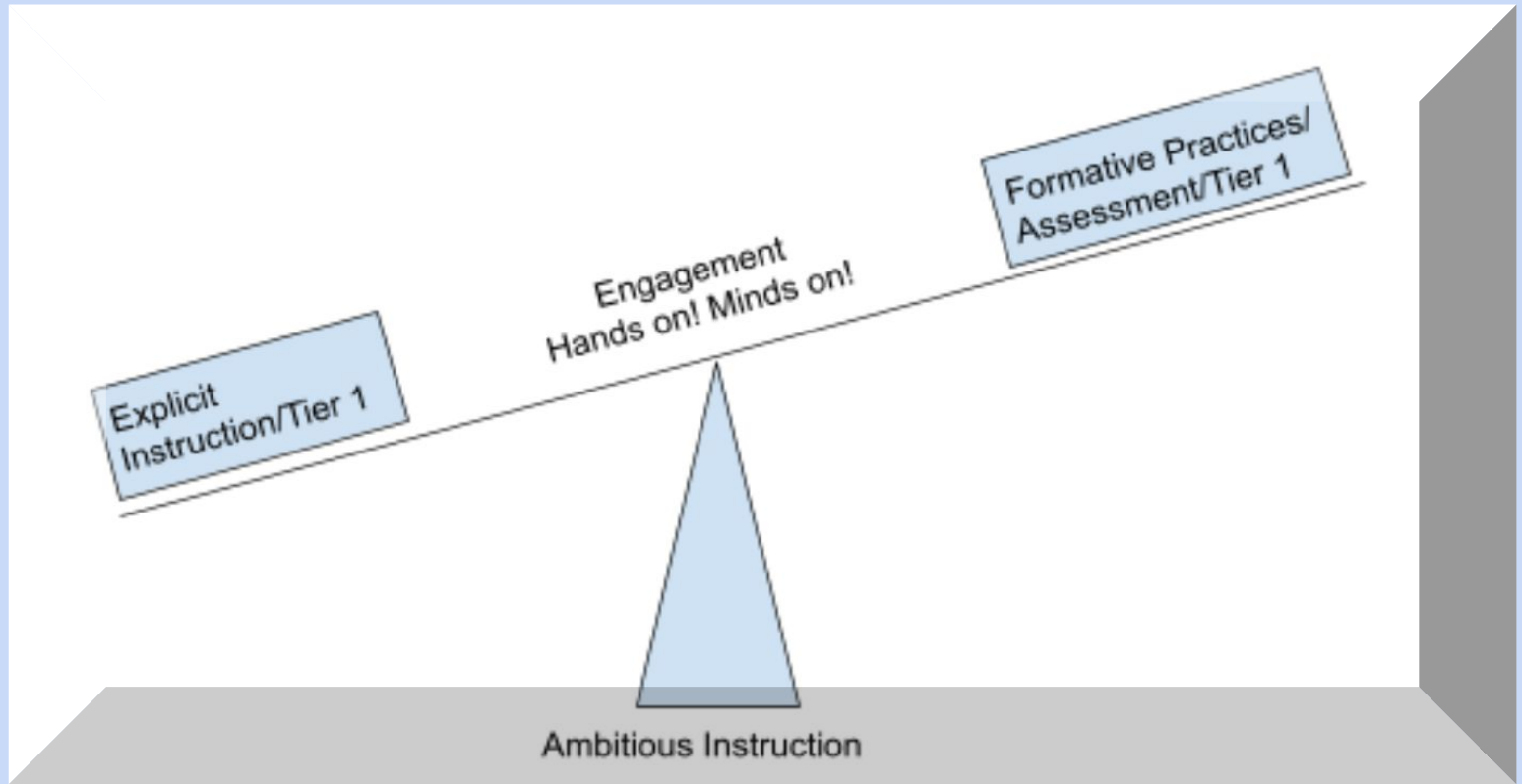
200 Additional grade 2 – 10 students are on-target or above!

Math English & Spanish



1293 Additional grade 1 – 10 students are on-target or above!

FY23 A Deeper Dive in Ambitious Instruction



Focus for Professional Development



Know it

Effectively implement district adopted and supported **grade level resources** for 80% of their instructional time starting on day 1 of the school year.



Teach it

Intentionally plan and deliver **grade level instruction** by first using formative classroom data to identify and leverage students entry points and then employ content area specific scaffolding strategies.



Measure it

Use multiple tools for evaluating individual or whole-class entry points to meet **grade-level content standards expectations**.

Thank you.

*Presenter:
Dr. Felicia Saffold, Sr. Director of Curriculum and Instruction*



Dr. Keith P. Posley, Superintendent

