



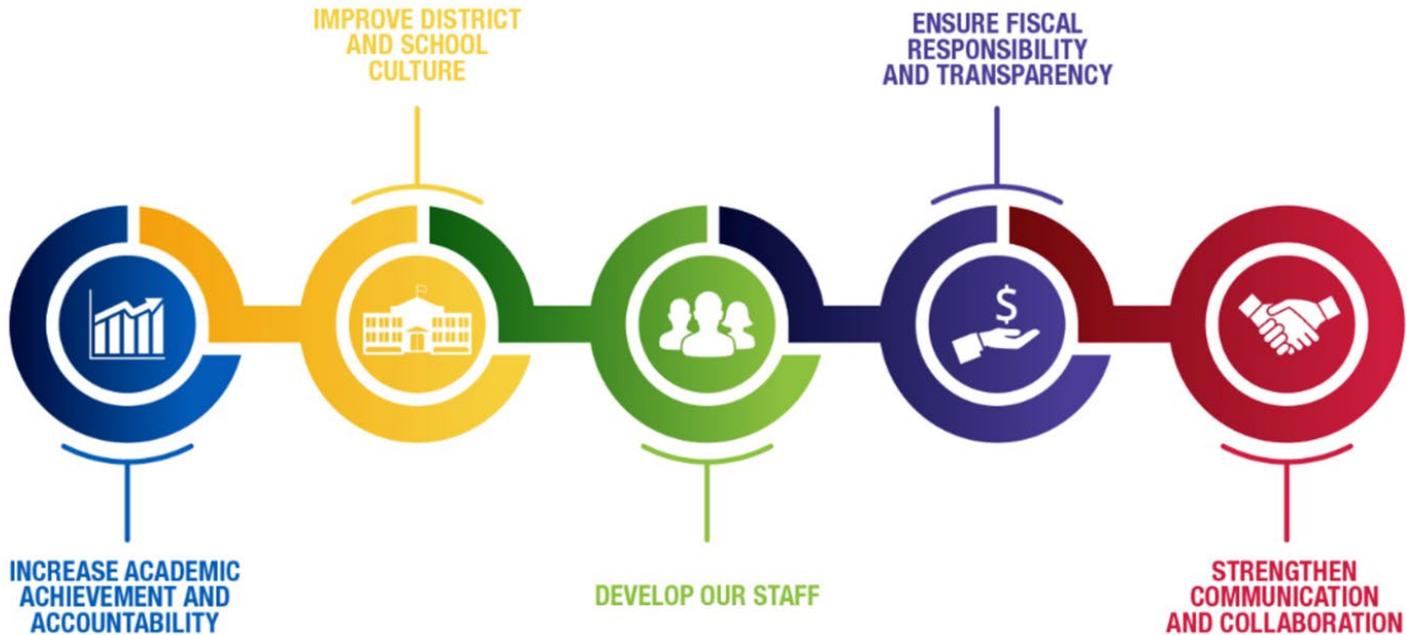
**MILWAUKEE
PUBLIC SCHOOLS**

January 2025 Math Progress and Plans

January 2025

**Eduardo Galván
Interim Superintendent**

Five Priorities for Success



Success = Alignment & Connection

MPS Strategic Plan

Academic Standard of Care

Ambitious Instruction



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.



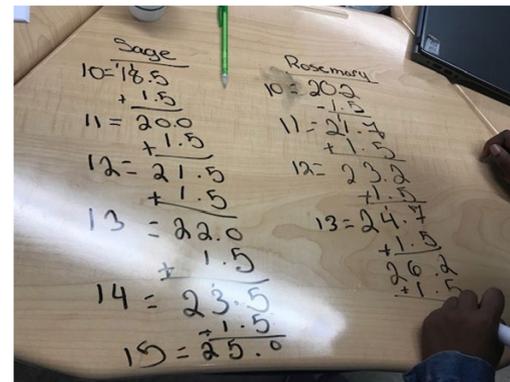
ONE Initiative!

Vision for Mathematics

In our mathematics classrooms, we strive to develop mathematicians who see themselves as capable learners and as the co-creators in their math development.

K - 12 Mathematics Goal

Create rigorous and inclusive mathematics classrooms by implementing Board-adopted, high-quality instructional materials.



Mathematics in MPS

WI Forward

Overall Percent of Advanced and Meeting - 19%

Source: District Report Card, 2023-24

ACT

Percent of students Meeting and Approaching - 12%

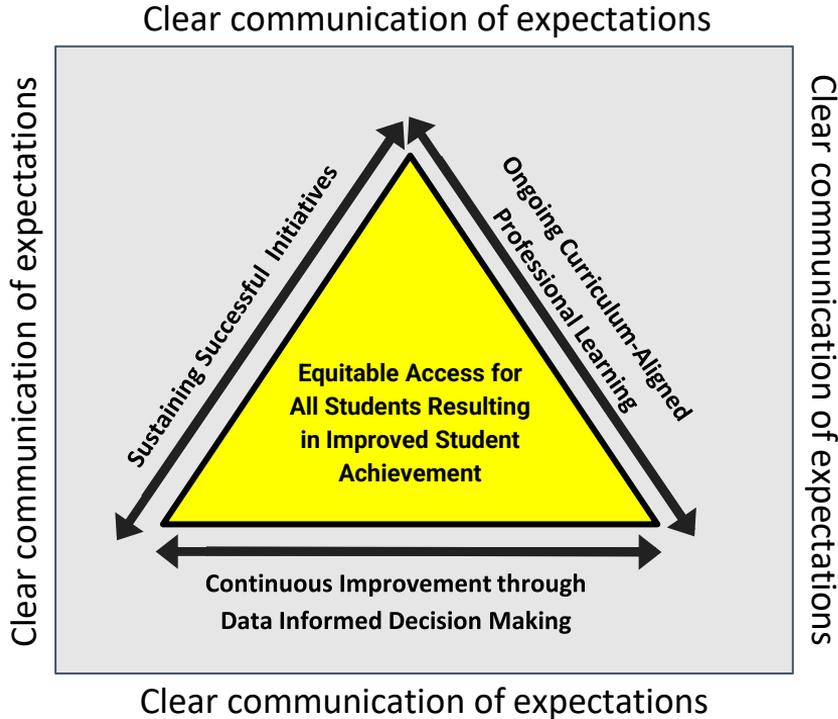
Curriculum

2024-25 - Adopted and currently implementing high-quality instructional materials in mathematics

- i-Ready Classroom Mathematics (Kindergarten-Grade 5)
- Illustrative Mathematics (Grades 6-8, Algebra I, Geometry, Algebra II)



Improvement Strategies



Selected Highlights

Sustaining Successful Initiatives

Counting Collections

- 54% of 3K to Grade 2 show significant growth
- 48% of 3K to Grade 2 met grade level expectations

Data Informed Decision Making

Illustrative Math Pilot

Ongoing Professional Learning

Shift to Student Centered Instruction

- On-site professional learning for educators and leaders.
- Job-embedded, student-centered coaching cycles.
- Mathematics-focused professional learning communities.
- Staff meeting professional development.
- Monthly principal leadership institutes.
- District-designated professional development days.

K-5 Progress Update

	Leaders	Teachers	Students
What are we measuring or monitoring?	Impact of professional development <ul style="list-style-type: none"> ● Implementation ● “Look fors” and observations ● Mathematics Instructional Leadership 	Impact of professional development <ul style="list-style-type: none"> ● Use of HQIM ● Shifts in Instructional practices ● Teacher/student interactions that promote effective learning 	<ul style="list-style-type: none"> ● Engagement as a learner of mathematics ● Academic achievement and growth
How are we monitoring progress?	<ul style="list-style-type: none"> ● Checks for Understanding ● iReady Support Visit Feedback ● District Walkthrough Data 	<ul style="list-style-type: none"> ● District Walkthrough Data ● Curriculum-aligned protocols ● Coaching Cycles Data ● School Support Requests ● Math-focused PLCs ● iReady Support Visit Feedback 	<ul style="list-style-type: none"> ● Coaching Cycles Data ● District Walkthrough Data ● STAR Data ● Math-focused PLCs
What are we learning?	<ul style="list-style-type: none"> ● Competing Commitments ● Instructional mismatch ● Logistics of on-site PD pose a challenge 	<ul style="list-style-type: none"> ● 75% of teachers are using district provided HQIM * ● Teacher guides are the least used resource* 	<ul style="list-style-type: none"> ● 65% of students are engaged in content focused discourse with each other
How are we responding to what we are learning?	<ul style="list-style-type: none"> ● Provide clear guidance on using iReady PLS in schools. ● Strengthen communication mechanisms. ● Focus PD on quality math instruction and admin engagement. 	<ul style="list-style-type: none"> ● Place a greater focus on how to use Teacher’s Guide during PD ● Math-focused PLCs 	<ul style="list-style-type: none"> ● Math-focused PLCs ● Student-centered coaching cycles–Discussion Formats

6-12 Progress Update

	Leaders	Teachers	Students
What are we measuring or monitoring?	Impact of professional development <ul style="list-style-type: none"> ● Implementation ● “Look fors” and observations ● Mathematics Instructional Learnership 	Impact of professional development: <ul style="list-style-type: none"> ● Use of HQIM ● Shifts in Instructional practices ● Teacher/student interactions that promote effective learning 	<ul style="list-style-type: none"> ● Student engagement and discourse ● Increased academic performance, growth and achievement
How are we monitoring progress?	<ul style="list-style-type: none"> ● Checks for Understanding from Institutes ● District Walkthrough Data ● Instruction Partners Tools and Feedback 	<ul style="list-style-type: none"> ● District Walkthrough Data ● “Look-for” tools ● Coaching Cycles Data ● School Support Requests 	<ul style="list-style-type: none"> ● Coaching Cycles ● District Walkthrough Data (student to student interactions) ● IM Curriculum dashboard- ILC
What are we learning?	<ul style="list-style-type: none"> ● Competing Commitments ● Time needed for practice/application 	<ul style="list-style-type: none"> ● 71% of teachers are using district provided HQIM ● 82% of teachers are interacting with students that results in learning 	<ul style="list-style-type: none"> ● 62% of students are engaged in content focused discourse with each other
How are we responding to our data?	<ul style="list-style-type: none"> ● Increased school-based support for leaders and teams ● Collaborative support with regional teams ● Communicate expectations 	<ul style="list-style-type: none"> ● Differentiated district and school-based professional development - PLCs ● Embedded classroom support - coaching, modeling, co-teaching ● Communicate expectations 	<ul style="list-style-type: none"> ● Data-driven conversations ● Student-centered coaching cycles–Discussion Formats ● Communicate expectations

Expected Outcomes and Growth

Meet or exceed the MPS Strategic Plan goal for Student Achievement and Graduation

- ★ At least 50% of all students meeting proficiency or higher on multiple student achievement measures
- ★ Contribute to increasing the graduation rate to over 75% and increasing student readiness for higher education, post-education opportunities, work, and citizenship





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Thank You

Vinaka, Dankscheen, Спасибо, köszönöm, Kiitos, Maake, Asante, Shukria, Dhanyavadagalu, Manana, Dankon, Matondo, 감사합니다, Kam Sah Hammida, ار كمش, Biyan, Mauruuru, Arigato, Chokrane, Djolch i Chi, Terima Kasih, Taiku, Tack, Dank Je, Dankscheen, Спасибо, Blagodaram, Ngiyabonga, Dziękuje, Juspaxar, Grazas, धन्यवाद, cảm ơn bạn, Arigato, Gracias, Khap, Mochchakkeram, Tingki, Gratias Tibi, Ua Tsaug Rau Koj, Bedankt, Dakujem, Niringgrazzjak, Hvala, Di Ou Mèsi, Kia Ora, Kop Khun, Paldies, Obrigado, ありがとう, Suksama, Dėkuji, Nuwun, Matur, Rahmat, Misaotra, Welalin, Danke, Di Ou Mèsi, Mercì, Go Raibh Maith Agat, Djere Dieuf, Eskerrik Asko, Matur, Nuwun, Misaotra, Welalin, Danke, Mercì, Go Raibh Maith Agat, Djere Dieuf, Eskerrik Asko, Njais Tuke