

Ambitious Instruction Plan Update



**MILWAUKEE
PUBLIC SCHOOLS**

Presenter: Vickie Brown-Gurley, Interim Senior Director
Department of Curriculum and Instruction, Office of Academics

Dr. Keith P. Posley
Superintendent of Schools

Five Priorities for Success



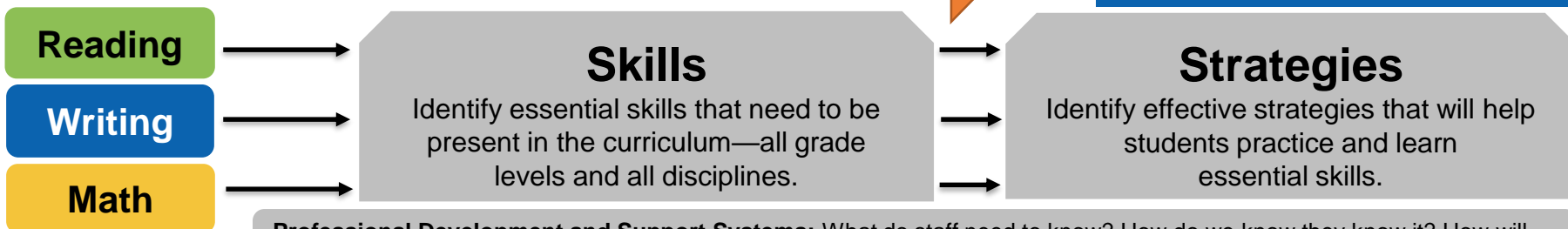
Ambitious Instruction Plan

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 and assessments
- Content
- Skill/strategies
- Professional development
- Department chair expectations, meeting dates, and 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.



Professional Development and Support Systems: What do staff need to know? How do we know they know it? How will we monitor the implementation and progress of this plan?

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.

Department 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 Biliteracy.

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 that 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:

- Use 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.

Mathematics

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 and equations/functions/algebra
 - Geometry
 - Measurement and data/statistics and 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.

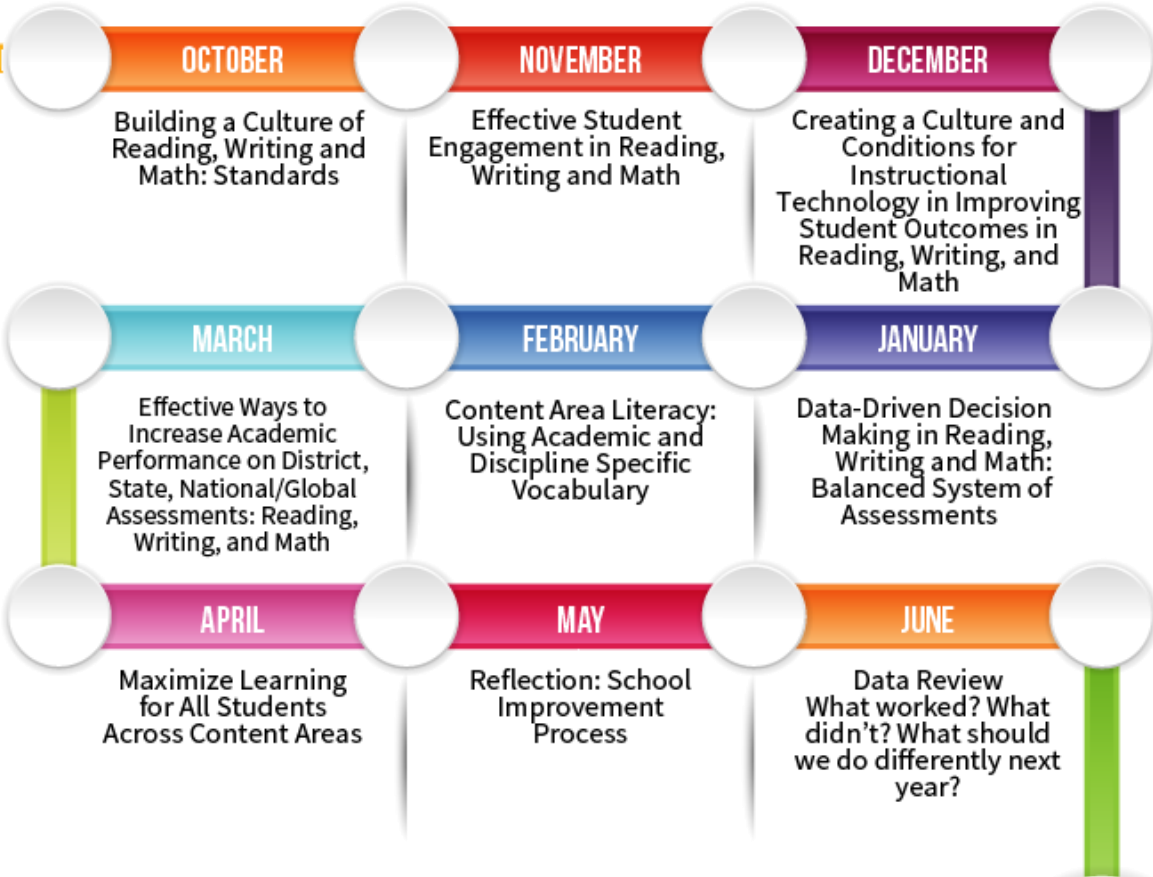
**Ambitious Instruction:
Focus on academic and content vocabulary**



Ambitious Instruction Plan

- Intentional focus on curriculum alignment
- High-quality instructional program and practices
- Strengthen core instruction
- Mastery of reading, writing, and mathematics
- Every student receives what s/he needs

START



FINISH

Ambitious Instruction Plan Roadmap



Ambitious Instruction Plan 2018–19: Current

- Assembled reading, writing, and mathematics work groups
- Created planning framework to guide project
- Designed professional development roadmap
- Developed principal networks for instructional rounds
- Designed instructional rounds to focus on look-fors
- Provided monthly professional development for central services staff
- Initiated principal/school support teacher collaborative
- Gathered principal feedback on monthly sessions
- Conducted monthly, school-based, voluntary instructional learning sessions for teachers
- Supported schools with implementation of plan



Ambitious Instruction Plan 2018–19: Wins

- Focused on reading, writing, and mathematics
- Emphasized writing strategies in the classroom
- Developed collaborative work groups
- Conducted seven community meetings
- Encouraged school autonomy with reading, writing, and math professional development topics
- Designed collaboration time for School Support Teachers and principals to develop school specific professional development
- Aligned department chair meeting topics to Ambitious Instruction
- Arranged principal networks around “like” school programs
- Presented monthly “Principal Spotlight”
- Provided regional support to schools on implementation



Ambitious Instruction 2.0: The Future

- Alignment to School Improvement Plan
- Integrate other content areas
- Offer differentiated professional development opportunities in schools
- Identify monthly topics that directly improve achievement
- Provide curriculum and instruction department and regional support for classroom implementation
- Extend regional support for school/classroom implementation
- Ensure regular collaboration with regional teams
- Develop an implementation assessment tool
- Connect monthly professional development to Wisconsin Forward and ACT/Aspire tested strategies
- Develop Look-fors for each strategy implemented

Thank you!

Presenter:

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



Dr. Keith P. Posley
Superintendent of Schools