

What is AVID?

- AVID is an acronym that stands for Advancement Via Individual Determination
- AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

AVID Overview

- At the secondary grade levels (8th – 12th grade): Chapel Hill and Lynhurst 7th and 8th Grade Centers, Ben Davis Ninth Grade Center, and Ben Davis High School, AVID is an approved elective course.
- Students are selected to enroll after an application process that includes an interview with AVID Site Team Teachers.
- For one class period a day, or a class period every other day at the middle level, students learn organizational and study skills, work on critical thinking, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable.

AVID Overview

- Students enrolled in AVID are typically required to enroll in at least one of their school's toughest classes, such as honors or Advancement Placement, in addition to the AVID elective.
- AVID provides students with high rigor and high support.
- AVID's curriculum is driven by the WICOR method, which stands for writing, inquiry, collaboration, organization, and reading.

AVID Student Criteria

AVID targets students in the middle who have a desire to go to college and the willingness to work hard. Typical criteria is as follows:

- GPA 2.2 -3.0 (this varies in the middle school)
- ISTEP/ECA Pass at least English or Math
- Interview Score
- High Motivation and Great Potential
- First generation college attendance
- Cohort reflects student demographics
- Free/reduced lunch recipient
- Teacher input

Wayne's AVID Success

- Today, Wayne Township has 446 students (up 324 students from 2006) grades 8 – 12, enrolled in the AVID program.
- AVID students are continuing to enroll in rigorous courses, such as Algebra at the 8th grade level, and honors and Advancement Placement courses at the high school level.
- All four of Wayne's AVID Sites are certified: Chapel Hill 7th and 8th Grade Center, Lynhurst, 7th and 8th Grade Center, Ben Davis Ninth Grade Center, and Ben Davis High School.

Wayne's AVID Senior Data

The first graduating group of seniors occurred in spring 2009.

Spring 2012, 100% of AVID seniors graduated:

- 100% of seniors took the SAT or ACT.
- 100% of seniors applied to a four-year college.
- 100% of seniors were accepted to a four-year college.
- 90% of those students who were accepted planned to attend a four year college.
- 5% of those students who were accepted planned to attend a two-year college.

LAP (Language Assistance Program)

- The MSD of Wayne Township's Language Assistance Program provides English language development services to all Limited English Proficiency students, Levels 1-4.
- What do you know about English Learners?
Myth or Reality Partner Activity

Myth or Reality

- Reality:

New research now says it takes approximately 7-10 years for students to acquire academic English on a level comparable to their native speaking peers.

EL students can be retained; however, there is an intense process we go through to ensure language is not the issue.

Regardless of their level, EL Students should be placed with age-appropriate students.

Allowing students to use their native language facilitates cognitive and academic growth. When students are proficient in their own language, those skills are transferable while learning a new language.

Most English Learners were born in the United States.

Myth or Reality

- Myth:

EL students should never be pulled out of their regular education classes for English language instruction; they can learn from the regular classroom setting best.

There are three domains of language: reading writing, and speaking (there are five...reading, writing, listening, speaking, and thinking).

Schools are required by law to ask for proof of citizenship, resident visas, or social security numbers when enrolling second language students.

Language Assistance Program Terminology

- EL (English Learners)
- LEP (Limited English Proficiency)
 - Levels 1 – 4
- FEP (Fluent English Proficiency)
 - Level 5

Wayne's Language Assistance Program Data

As of September 2012...

- 2, 270 Limited English Proficiency Students (Levels 1-4) and including 16 Refugees.
- 2, 658 (Levels 1-5).
- 3,337 (Includes denials and students in the process of exiting the program).

Sixty-Seven Languages

Top 5 Languages:

- 1) Spanish = 2,270
- 2) Amharic = 55
- 3) Yoruba = 50
- 4) French = 39
- 5) Arabic = 38

All Others: Afrikaans, Bosnian, Burmese, Cambodian, Chinese, Creole, Czech, Djerma, Chuukese, Efik, Edo, Estonian, Fang, Fukienese, Fulani, German, Grebo, Gujarati, Hausa, Haitian-Creole, Hindi, Croatian, Indonesian, Ibo, Italian, Jamaican Creole, Khana, Khmer, Krio, Laotian, Lingala, Luganda, Mandarin, Minda, Mandigo, Mono, Ndebele, Other, Patois, Panjabi, Polish, Portugese, Russian, Swahili, Serbian, Shono, Somali, Swedish, Tagalog, Tamil, Tigrinya, Twi, Telugu, Thai, Tonga, Turkish, Tegina, Urdu, Vietnamese, Wolof, Zarma, and Zulu.

Fifty Nine Countries

- Argentina
- Azerbaijan
- Belgium
- Burma
- Benin
- Burkina Faso
- Cambodia
- China
- Chile
- Colombia
- Cameroon
- Costa Rica
- Cuba
- Croatia
- Kazakhstan
- Saudi Arabia
- Sudau
- Tahaiti
- Vietnam
- Dominican Republic
- Erotrea
- France
- Ghana
- Guatemala
- Guinea
- Haiti
- Honduras
- India
- Italy
- Ivory Coast
- Iraq
- Jamaica
- Jordan
- Kenya
- Senegal
- Syria
- Uganda
- Zimbabwe
- Ethopia
- El Salvador
- Germany
- Liberia
- Morocco
- Mexico
- Niger
- Nigeria
- Nicaragua
- Peru
- Phillipines
- Pakistan
- Panama
- Puerto Rico
- Philliipnes
- Somalia
- Switzerland
- Venezuela

So What Does it Sound Like?

– Here is an example of how students may respond to a question about the setting of a story.

- Level 1: “Day cold”
- Level 2: “The day cold and there snow.”
- Level 3: “The day is very cold and there are lots of snow.”
- Level 4: “The day is freezing cold and there is a blizzard.”

The higher the level the more fluent a student is likely to be in his or her speaking, reading, writing, and listening skills.

BICS

Basic Interpersonal Communication Skills

Everyday, “Playground” Language

Not related to academic achievement

May not be explicitly taught

Attained after 1-2 years in host country

Levels 1 & 2

Dimensions of Language

Cognitive/Academic Language Proficiency

Classroom/“textbook” language

Needed to function in decontextualized settings

Language related to literacy skills

CALP develops in a school-like setting

Attained between 5-7 years in host country

CALP

Levels 3 & 4

L.A.P. Programming

- Format – Pull out & Push in/Inclusion with a focus on English Language Development.

- Sheltered Instruction



Culturally Responsive Teaching

- Geneva Gay (2000) defines culturally responsive teaching as using cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students.

How we work with our teachers

- Every new teacher takes a GCL class titled, “Environmental Profile.”
- District Equity Team (each school has one representative).
- Several schools have equity teams where they provide culturally responsive teaching strategies.
- During our full day professional development training we offer a culturally responsive teaching strand geared toward working with our African-American and non-English speaking students.
- We are in our fourth year of providing schools with extensive professional development in Accelerating Academic Achievement for English Learners.