



Ohio School Boards Association Capital Conference and Trade Show

November 13 – 16, 2011

Greater Columbus Convention Center
Columbus, Ohio

Advancement via individual determination

21st Century Learning

Tuesday, November 15, 2011

9:00 a.m.

C 226

Veronica Motley, director of instruction, South Euclid-Lyndhurst City

William Zelei, superintendent, South Euclid-Lyndhurst City

Kimberly Monachino, director of pupil services, South Euclid-Lyndhurst City

Strategic planning

Reach your district's goals by planning for the future.

OSBA can help your district plan for a successful future by proactively implementing a strategic plan for your district. Experienced staff will work directly with the board, school officials, staff and the community to develop a dependable plan that will ensure your district reaches its vision.

Contact Kathy LaSota at (614) 540-4000 or (800) 589-OSBA to start the process that leads to a brighter future.

Please complete an online conference evaluation either during or after the event at:

<http://links.ohioschoolboards.org/CC11Evaluation>

OSBA Mission

OSBA leads the way to educational excellence by serving Ohio's public school board members and the diverse districts they represent through superior service and creative solutions.

Ohio School Boards Association

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Advancement Via Individual Determination

Rigor, Readiness and Retention

What is AVID?

- A structured, college preparatory system working directly with schools and districts
- A direct support structure for first-generation college goers, grades 4-12
- A school-wide approach to curriculum and rigor adopted by nearly 4,000 schools in 45 states and 15 countries
- A professional development program providing training throughout the U.S.

Why AVID?

- AVID targets the core of the students in most schools, the "Academic Middle".
- AVID is based on Best Practice Instructional Strategies.
- AVID is research based and proven over time!
- AVID is a catalyst for changing the Academic Climate of a School and School District

Why AVID?

- AVID changes the way teachers teach.
- AVID provides structure to the way students learn.
- AVID can be implemented from grades 4 – 12.
- AVID uses extrinsic strategies to develop intrinsic changes.
- AVID makes sense

Why AVID?

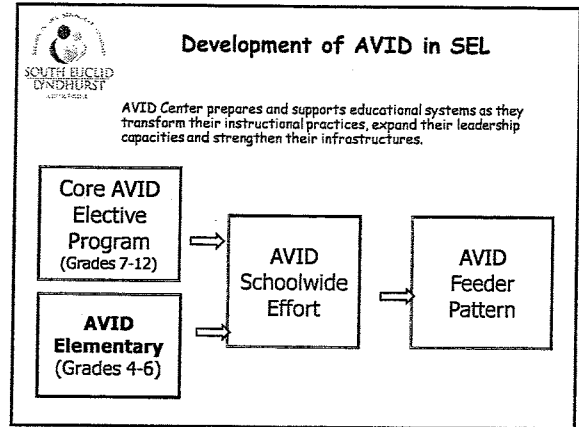
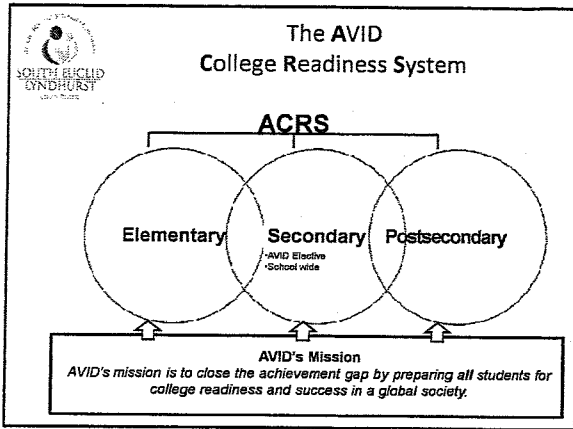
- To Enhance Academic Rigor for all students
- To Create an environment of Instructional Excellence among Teachers
- To provide Structure for Instructional Implementation

The Mission of AVID

The mission of AVID is to ensure that ALL students, and most especially the least served students who are in the middle:

- will succeed in rigorous curriculum;
- will complete a rigorous college preparatory path;
- will enter mainstream activities of the school;
- will increase their enrollment in four-year colleges; and
- will become educated and responsible participants and leaders in a democratic society.

AVID's systemic approach is designed to support students and educators as they increase schoolwide/districtwide learning and performance.



The AVID Student Profile

Students With Academic Potential

- Average to high test scores
- 2.0-3.5 GPA
- College potential with support
- Desire and determination

Meets One or More of the Following Criteria

- First to attend college
- Historically underserved in four-year colleges
- Low income
- Special circumstances

The 11 Essentials

What's necessary for successful implementation:

1. AVID student selection
2. Voluntary participation
3. AVID elective class offered during the school day
4. Rigorous course of study
5. Strong, relevant writing and reading curriculum

The 11 Essentials (continued)

6. Inquiry to promote critical thinking
7. Collaboration as a basis of instruction
8. Trained tutors
9. Data collection and analysis
10. District and school commitment
11. Active interdisciplinary site team

AVID Insights....

Charles F. Brush High School
 South Euclid-Lyndhurst
 School District

AVID Insights Charles F. Brush



What is Academic Rigor?

Rigor is the goal of helping students develop the capacity to understand content that is complex, ambiguous, provocative, and personally or emotionally challenging.

Taking rigorous courses opens doors!

Source: *Teaching What Matters Most: Standards and Strategies for Raising Student Achievement* by Strong, Silver and Perini, ASCD, 2001.

What Does Rigor Look Like?

- Charles F. Brush
- College Prep (minimum)
- Global Language (3 years)
- Honors Classes
- AP Classes (ultimate goal!)
- School Involvement
- Community Service
- Memorial Middle
- Advanced Language Arts and Advanced Social Studies
- Foreign Language
- School Involvement
- 20 hours of Community Service

Meeting the Challenge

To help all students do rigorous work and meet or exceed high standards in each content area, we must help students:

- Develop as readers and writers.
- Develop deep content knowledge.
- Know content specific strategies for reading, writing, thinking and talking.
- Develop habits, skills, and behaviors to use knowledge and skills.

Identifying the SEL AVID Student

- Charles F. Brush
- OGT Scores (proficient is minimum)
- GPA 1.9 – 2.9
- Attendance (regular)
- Good Citizenship
- Teacher Recommendations
- Memorial Middle School
- OAA scores (proficient or higher)
- Teacher Recommendations
- GPA
- Attendance/Behavior

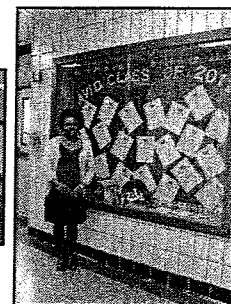
Who is the AVID Elective Teacher?

- Firm
- Consistent
- Fair
- Flexible
- Accessible
- Teacher Leader
- Committed to the AVID Program
- Invested in student achievement

Memorial AVID Elective Teachers



Brush AVID Elective Teachers



A Sample Week in the AVID Elective

Daily or Block Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
AVID Curriculum	Tutorials	AVID Curriculum	Tutorials	Binder Evaluation Field Trips Media Center Speakers Motivational Activities (within block)
Combination for Block Schedule		Combination for block schedule		

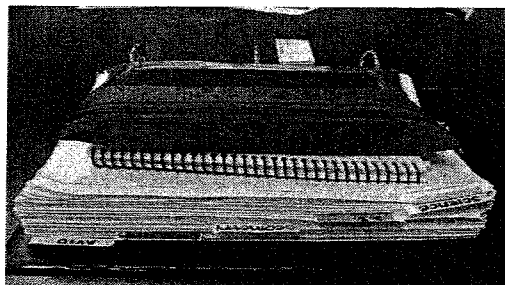
AVID Curriculum Includes:

- Writing Curriculum
- College and Careers
- Strategies for Success

AVID Tutorials Include:

- Collaborative Study Groups
- Writing Groups
- Socratic Seminars

THE BINDER!



Binder Contents

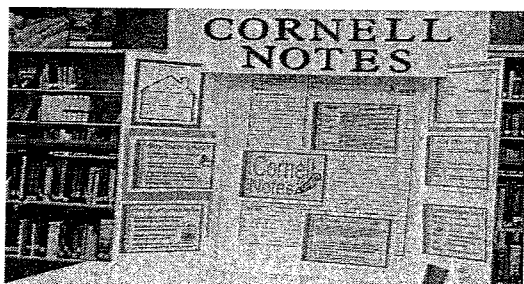
- 3 inch binder
- Dividers (w/ labels)
- Pencil pouch (pens, pencils, highlighters and calculator)
- Notebook paper
- Planner
- No Folders and No loose Papers!

Tutors

- Intricate part of the program!
- Obtained from area colleges
- 16 hour training
- Meet regularly with program coordinators
- Observe



When Did You Learn to Take Notes?



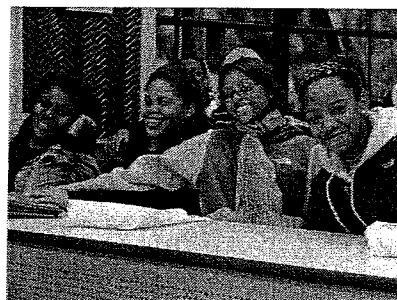
Field Trips



Why AVID Works

- Places AVID students in rigorous curriculum and gives them the support to achieve;
- Provides the explicit "hidden curriculum" of schools;
- Provides a team of students for positive peer identification; and
- Redefines the teacher's role as that of student advocate.

Why AVID Works!



Charles F. Brush Graduates 2011

- Of 31 AVID graduating seniors, **94%** are planning to attend college
- 29 students applied to a 4-year college
- 28 Accepted into a 4-year college
- 2 Not attending college

AVID Cardboard Confessions....

The voices that will influence
change in the world

Thank you for your attention!

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Writing

Writing is:

- A learning tool
- A personal and public communication tool
- A record of thinking

Students who write:

- Consider audience and purpose
- Engage in various writing processes to address specific situations
- Support their thinking
- Demonstrate understanding

The AVID curriculum supports writing through the use of:

- Cornell note-taking
- Learning logs
- Quickwrites and reflections
- Process writing
- Peer evaluation
- Authentic writing

Inquiry

Inquiry is:

- Uncovering one's understanding
- Asking critical questions
- Engaging in thinking, learning and discussion

Students who inquire:

- Analyze and synthesize materials or ideas
- Clarify their own thinking
- Probe others' thinking
- Work through ambiguity

The AVID curriculum supports inquiry through the use of:

- Skilled questioning techniques
- Costa's Levels of Thinking
- Socratic Seminars
- Tutorials
- Investigations
- Questions that guide research

AVID Methodologies WICR ↔ Rigor

Collaboration

Collaboration is:

- Teamwork with shared responsibility
- Sharing of ideas, information and opinions
- Formal and informal discussion

Students who collaborate:

- Work together toward a common goal
- Develop positive interdependence
- Work in focused study groups
- Support the learning of others through inquiry

The AVID curriculum supports collaboration through the use of:

- Socratic Seminars
- Tutorials
- Philosophical Chairs
- Group activities and projects
- Peer editing groups
- Service learning projects

Reading

Reading is:

- Strategically gaining meaning, understanding and knowledge from print and other media
- Purpose-driven
- Interactive

Students who read:

- Understand text structures
- Apply prior knowledge and make connections to other text, self and world
- Make predictions and ask questions
- Create visual images as they read

The AVID curriculum supports reading through the use of:

- Deep reading strategies
- Note-taking
- Graphic organizers
- Vocabulary building
- Summarizing
- Reciprocal teaching