Accelerating School-Wide Implementation

AVID National Conference • 2015

Matt Coleman, Executive Director

Educational Policy Improvement Center

- College and Career Readiness – more than a cut score on Smarter Balanced

- The School Success Model – Brief Overview

- School/Organizational Culture – Foundational

- Theoretical Frameworks that support SW-AVID

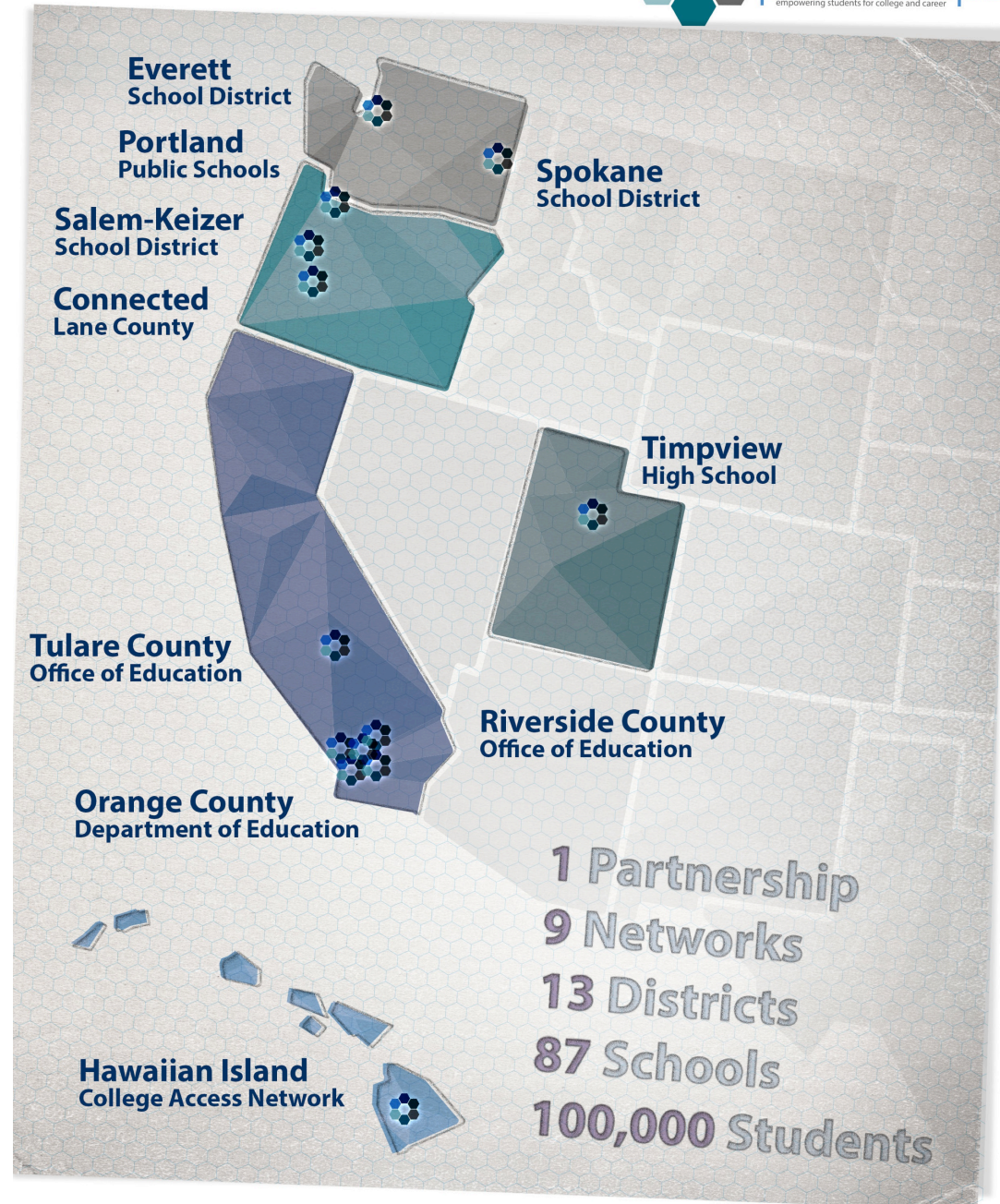- Beliefs and Values that support SW-AVID

- Vision that supports SW-AVID

Our Agenda

Who is EPIC?

epic school partnerships
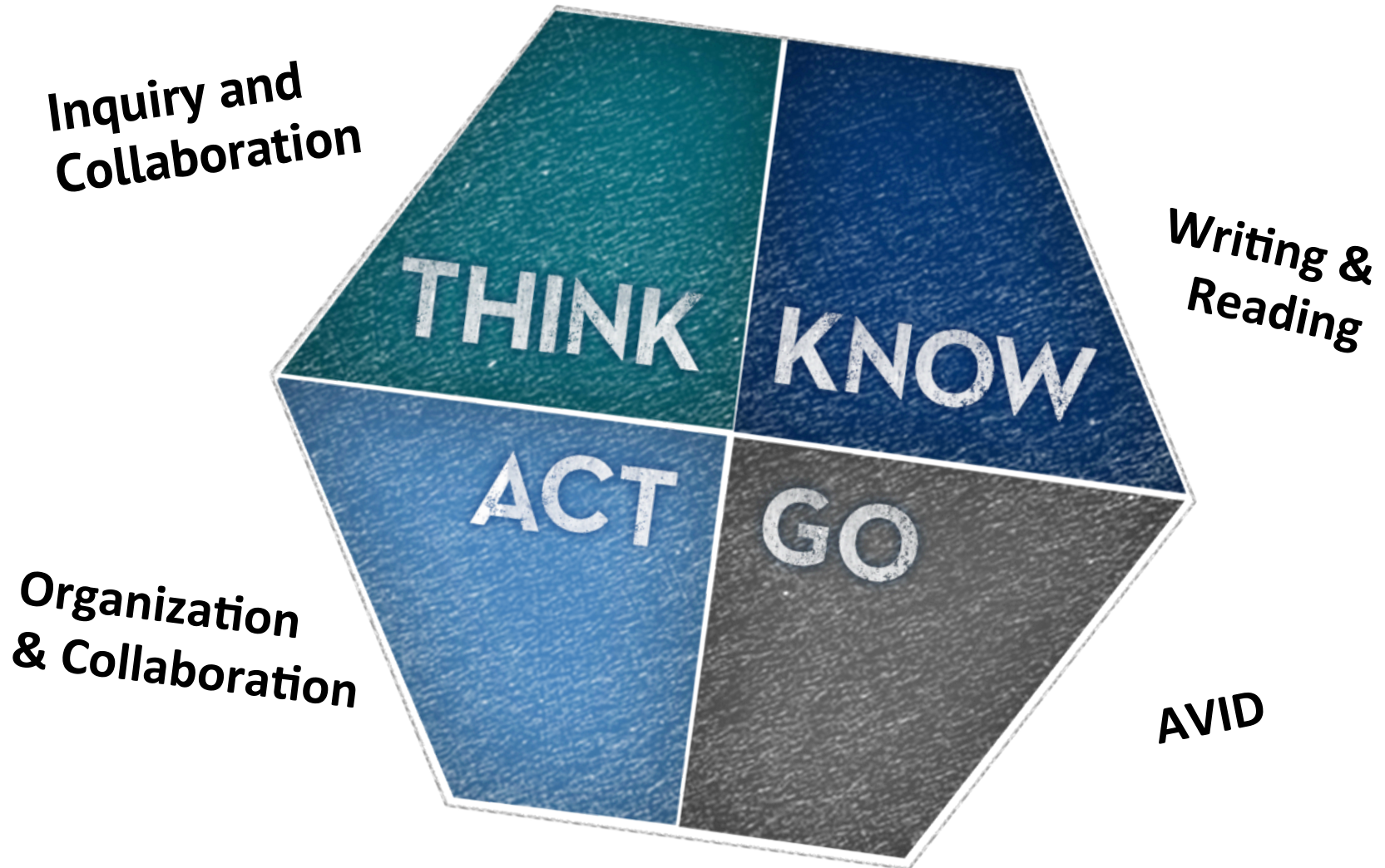empowering students for college and career

THINK   KNOW
ACT   GO

think deeply about what they are doing
know contextually why they learn
act purposefully to achieve their goals
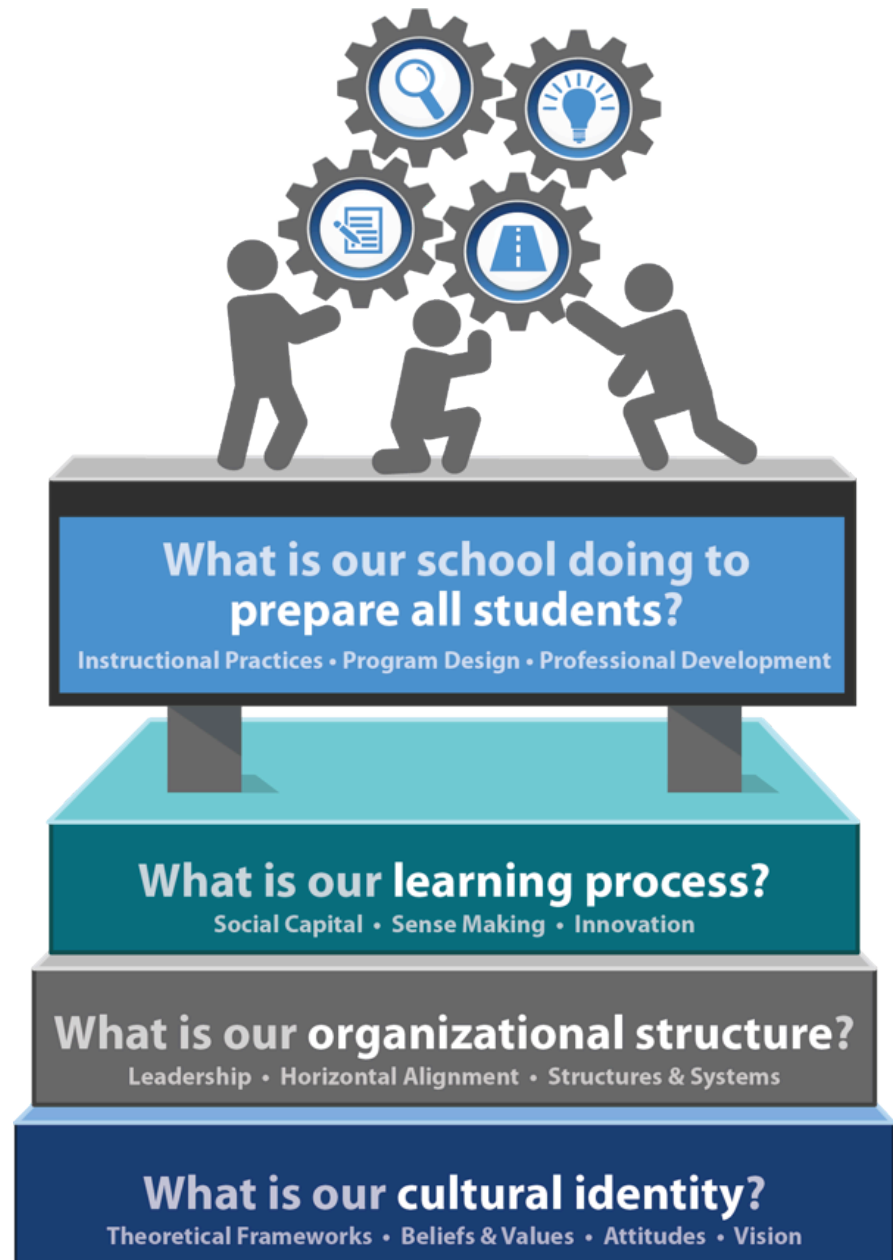**go** successfully through life's transitions

Everett School District
Portland Public Schools
Spokane School District
Salem-Keizer School District
Connected Lane County
Timpview High School
Tulare County Office of Education
Riverside County Office of Education
Orange County Department of Education
Hawaiian Island College Access Network

1 Partnership
9 Networks
13 Districts
87 Schools
100,000 Students

Inquiry and Collaboration

Writing & Reading

Organization & Collaboration

AVID

THINK KNOW ACT GO

School Success Model

Instruction

Systems & Leadership

Culture

What is our school doing to prepare all students?
Instructional Practices • Program Design • Professional Development

What is our learning process?
Social Capital • Sense Making • Innovation

What is our organizational structure?
Leadership • Horizontal Alignment • Structures & Systems

What is our cultural identity?
Theoretical Frameworks • Beliefs & Values • Attitudes • Vision

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Student and School
SUCCESS

Instruction

Professional Development | Program Development

Curriculum - Instruction - Assessment

Systems

Sense Making [Decision Capital] | Social Capital [Team Driven] | Innovation [R & D]

Leadership

Organizational Structures | Alignment | Systems | Leadership

Attitude | Values | Four Keys | Beliefs | Vision

Culture

School Success Model

"As you move toward the more intangible elements, such as people's deep-seated attitudes and beliefs, your leverage for effective change increases. You come closer to looking at the underlying reasons why the rules, physical structure, and work processes take their current form." – *Senge*
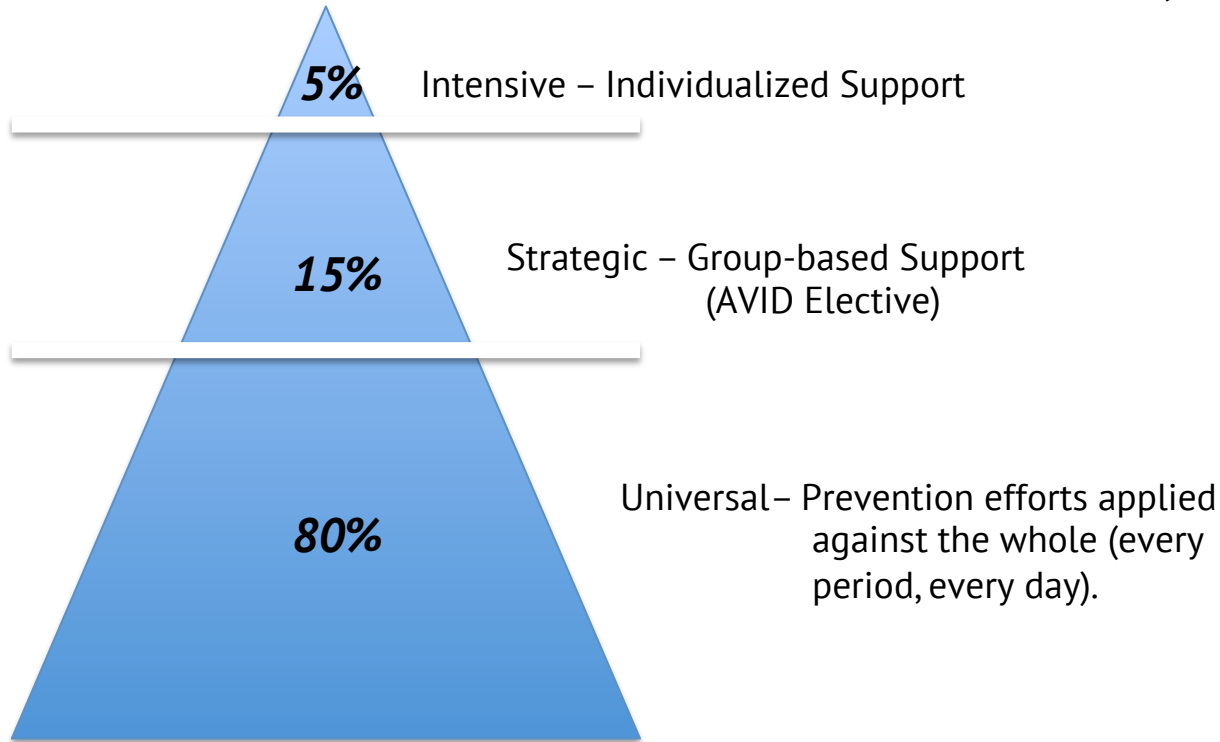
What is College and Career Readiness at your site? How do you define it and/or operationalize it?

SHS, SAUSD, AJUHSD

Prevention/Intervention. How do you connect intervention efforts (including AVID elective) to what happens every period every day?

5% Intensive – Individualized Support

15% Strategic – Group-based Support (AVID Elective)

80% Universal – Prevention efforts applied against the whole (every period, every day).

Molina HS, SAUSD, WHS

Does your school believe in the potential of ALL students?

Don't underestimate your students

Mary Catherine's Keynote – Poverty of expectations for *those* kids.

Children of color may be limited by lower expectations and the prevalence of stereotypes. (Pedro Noguera Keynote)

Pedro spoke to engagement – affective engagement (interest and value) – connectedness Culturally Responsive Practices – HICAN P-20
• Na Hopena A'O

Does your school value the rich experiences all kids bring?

AVID Essentials – AVID Elective is designed for students in the middle (NOT ALL) and for students and staff who choose to participate (NOT ALL).

Values and Beliefs – Supporting SW-AVID

Learning Skills and Cognitive Strategies

Goal Setting

Persistence

Organization

Key Cognitive Skills

construct meaning

Essential Content Knowledge

CCSS

Hawaiian And World Languages

Sciences

Social Studies

Transitional Skills

Knowledge of Lifes mulitple pathways

Career Knowledge

Navigate the Post secondary maze

Wayfinding

Kuleana

Cultural Identity

Interface with Global communities

Connected To Community

Leadership

Learning & Cogniti...

Essential Content Knowledge

PROPOSED GENERAL LEARNING OUTCOMES

Nã HOPENA A'O

RESPONSIBILITY
EXCELLENCE
ALOHA

HAWAI'I

RESPONSIBILITY

TOTAL WELL BEING
EXCELLENCE
HAWAI'I
ALOHA
BELONGING

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SS
Hawaiian and World Lang...
Sciences
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Cultural Identity
Interface with communities
Connected To Community
Leadership

Transitional Skills
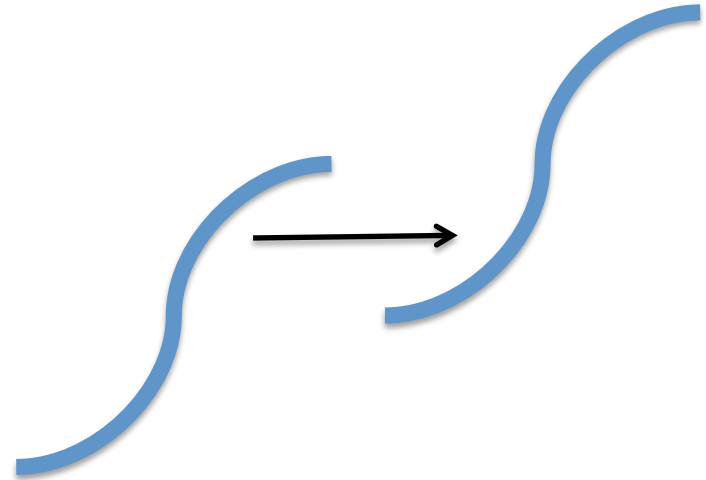
Wayfinding

Does the school value relationships and connections?

Power of AVID and the AVID elective
Fundamental flaw in our system
How are kids known?
Know the face, name, story.

Multiple pathways to success
Strength-based intervention models
Strong comprehensive or diverse
   career pathway models

Does your staff believe in a growth mindset? How is it reflected in the various systems or structures?

Does your school value student ownership of learning?

My Voice, My Choice, My Future
Diversify what is valued at the school
   and the instructional level

Does your school embrace change? Are you willing to innovate and shift existing practices?

An active interdisciplinary AVID site team collaborates on issues of student access to and success in rigorous college preparatory courses.

The school must be committed to full implementation of the AVID Program, with students enrolled in the AVID year-long elective classes offered within the regular school day.

Does your staff understand and believe that the sum of the whole is greater than the value of any individual part?

Collaboration is used as a basis for instruction in the AVID classroom.

A strong, relevant writing and reading curriculum provide a basis for instruction.

Inquiry is used as a basis for instruction in the AVID classroom to promote critical thinking.

E D C R O

Explore – Create – Design – Refine - Own

Does your school's vision explicitly link to a future's orientation?

Does your school's vision embrace the concept of all?

AVID (strategies) are for all. Implementation should focus on the whole as well as the individual elective program.
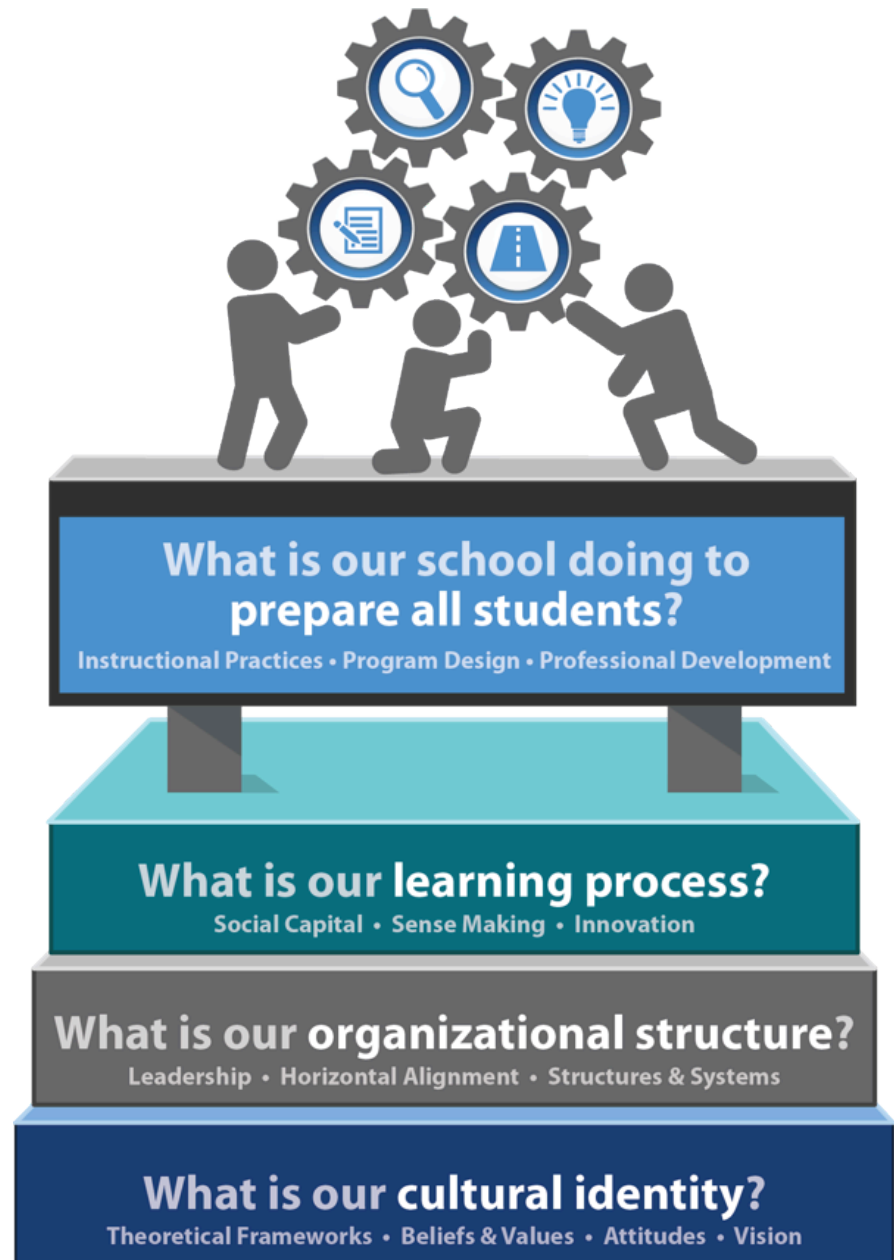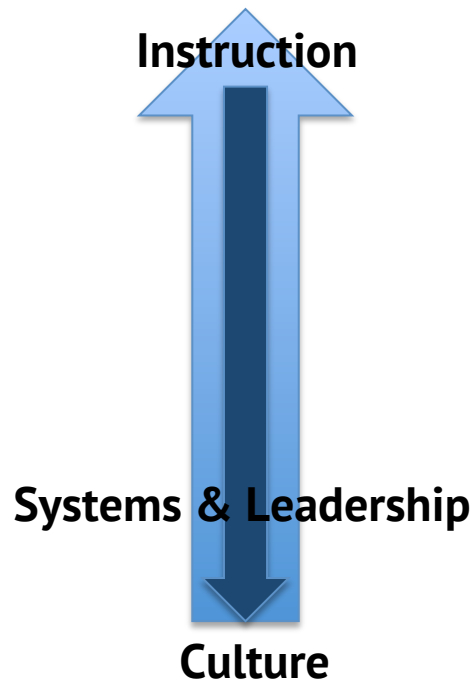
Engage your staff in assessing your organizational culture – how explicit, shared, and understood is it? As you identify the relative strength of your culture, look for natural alignment between shared beliefs/values/theoretical frameworks.

Incorporate College and Career Readiness in your school's vision and link it to a shared understanding of what it means to be CCR (see the Four Keys slide linked to WICOR).

Recognize that systems, structures, and alignment may need to shift/change to support full implementation.

Things to consider in support of accelerating your efforts

School Success Model

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Systems & Leadership

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Leadership • Horizontal Alignment • Structures & Systems

What is our cultural identity?
Theoretical Frameworks • Beliefs & Values • Attitudes • Vision

All students engage in the Habits of Mind, develop their skills in Conley's Four Keys and the Five Cs of P21, and benefit from challenging, standards-based instruction in high interest STEAM coursework.

Every student exemplifies the qualities identified in the motto RISE: respect, integrity, scholarship, and excellence.

The instructional staff continuously monitor and assess their instructional efforts through the collection and analysis of timely and relevant data, permitting them to more effectively design and refine instruction and interventions for all three tiers of the Response to Instruction and Intervention (RtII) model and optimize the use of vital material, fiscal and human resources.

The instructional staff study and implement research-proven instructional strategies with fidelity, thereby improving instructional efficacy and promoting all students' college and career readiness.

The instructional staff collaborate within a Professional Learning Community to engage fully in the Cycle for Effective Instruction, thereby infusing all classrooms with appropriate challenge, greater relevance, and positive relationships.

WHO WE ARE

All staff strive to create a safe, orderly, caring and welcoming school environment, one that improves stakeholders' sense of security, feelings of connectedness, and ability to improve academic achievement.

All staff strive to improve communication between stakeholders regarding student progress and encourage participation in the education process, thereby strengthening our efforts to ensure all students' success.

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VISION

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WATERING THE BAMBOO

If you water bamboo in the first year… nothing happens.
If you water it in the second year… nothing happens
If you water it in the third year… nothing happens
If you water it in the fourth year…

IT GROWS 90 FEET IN 6 WEEKS.

Please visit our website at

http://www.epiconline.org/