

Implementing AVID Excel at Your School



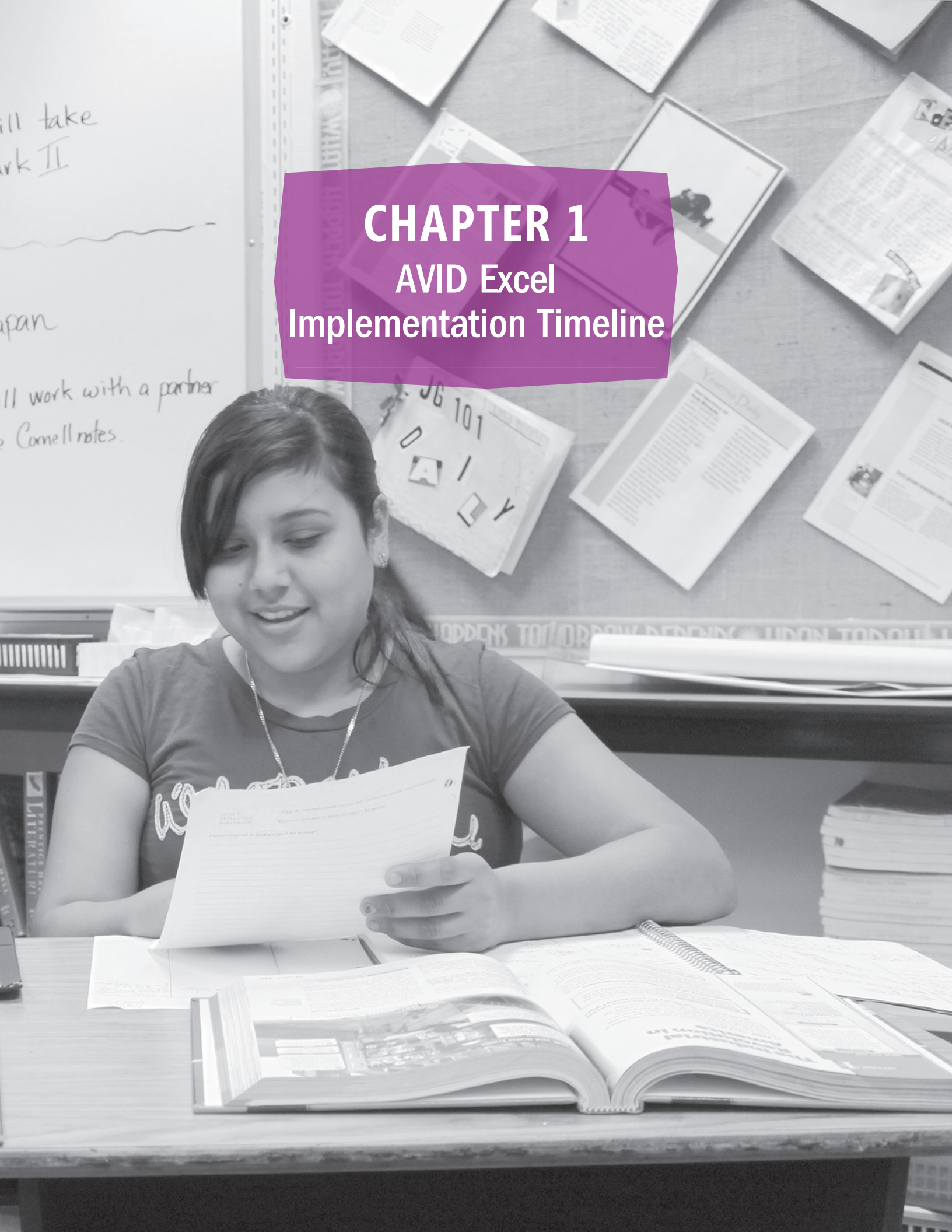
AVID's mission is to **close the achievement gap** by preparing all students for **college readiness** and **success** in a global society.

The AVID Excel mission is to interrupt the path and change the trajectory of long-term English language learners by accelerating language acquisition, developing literacy, and placing the AVID Excel student on the path to high school AVID and college preparatory coursework.

AVID Excel is designed to prepare 7th and 8th grade students to enter 9th grade with the language skills that will enable them to succeed in rigorous coursework.

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CHAPTER 1

AVID Excel Implementation Timeline

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AVID Excel Implementation

Follow the Steps for Each Month

Every person who is a member of the AVID site team has a part to play in Implementation. Follow this month-to-month guide, utilize resources, learn from professional development, recruit wisely, and follow your site team plan in order to grow AVID in your school and district.

JANUARY/FEBRUARY

Who	What
District Leadership	Identify resources for AVID Excel implementation.
District Leadership	Select an AVID Excel District Leader (DL).
District Director/District Leadership	Identify schools for AVID Excel implementation.
District Leader	Execute an AVID Excel implementation contract with AVID Center.
District Leader	Assist principal in selection of AVID Excel Elective teacher(s), AVID Excel content area teachers, and a campus administrator who will attend AVID Excel professional learning.
District Leader, Administrator, AVID Excel Elective Teacher(s)	Coordinating with AVID site team, begin AVID Excel student recruitment. Begin planning for the AVID Excel 7th Grade Summer Bridge.
Master Scheduler	Add the AVID Excel Elective class to the Master Schedule.
Principal and/or District Leader	Provide AVID Excel information sessions for faculty, parents, and community.

MARCH/APRIL

Who	What
AVID Site Team	Continue AVID Excel student recruitment.
Counselor	Schedule students for the Fall
Principal and/or District Leader	Register the site and district participants for Summer Institute (SI).
Principal and/or District Leader	After registering for Summer Institute, participants arrange for travel and hotel.
District Leader or Designee	Return signed AVID Excel quote and submit payment in order to receive AVID Excel curriculum before the AVID Excel Summer Bridge.

MAY/JUNE/ JULY/AUGUST

Who	What
District Leader, Administrator(s), AVID Excel Elective Teacher(s)	Schedule and attend the AVID Excel Summer Bridge Professional Learning Day with district AVID Excel Consultant (must take place prior to implementing AVID Excel Summer Bridge).
District Leader, Administrator(s), AVID Excel Elective Teacher(s), AVID Excel Content Area Teachers	Attend Summer Institute.
SI Participants	Complete Launches prior to attending SI.
AVID Site Team (including AVID Excel participants)	Begin the site team plan in order to complete it during Summer Institute. Consider ways to integrate AVID Excel into the site team plan.
AVID Excel Teacher(s)	Implement the AVID Excel 7th Grade Summer Bridge, following the AVID Excel Curriculum and AVID Excel Weeks at a Glance.
District Leader	AVID Excel Libraries are delivered to District Leader (4 sets for each contracted site, plus 1 set for the district office).
District Leader	Work with AVID District Director to schedule and plan AVID tutor training (contact Divisional/State Office for details concerning Tutor Training); schedule and plan for the additional training required for AVID Excel tutors.
District Leader	Work with AVID District Director to recruit and hire college students as AVID tutors for Fall, ensuring that a sufficient number of tutors are hired and trained for the AVID Excel Elective.

SEPTEMBER/OCTOBER

Who	What
SI Participants	Complete SI Boosts.
AVID Site Team	AVID site team begins regular meetings and submits the Initial Self-Study (ISS) to their District Director and District Leader.
AVID Excel Elective Teacher(s)	AVID Excel Elective teacher(s) implements the AVID Excel 7th Grade Elective, using the AVID Excel Curriculum and Year at a Glance.
District Leader and Administrator	District Leader and administrator begin regular walk-throughs to coach AVID Excel Elective teacher(s), with guidance and support from the AVID Excel Consultant.
District Leader	District Leader provides professional learning opportunities to spread AVID Excel strategies schoolwide.
AVID Excel Elective Teacher(s)	Begin Scholar Groups.
District Leader, Administrator(s), AVID Excel Elective Teacher(s)	Continue to attend virtual professional learning, as appropriate; District Leader continues to work with AVID Excel Consultant to deepen understanding of AVID Excel.

CHAPTER 2

AVID Excel Team



AVID Excel Roles

The AVID Excel Student

AVID Excel specifically focuses on long-term English language learners (L-TELLs). Making up an increasingly large proportion of the English language learners in secondary schools, many L-TELLs have been in U.S. schools for most of their lives. Although many of these students were born in the United States, they still carry the English language learner designation and are frequently stuck at an intermediate level of English proficiency.

*The key characteristics of a **Long-Term English Language Learner** include:*

- Designation as an English language learner for six or more years
- Oral fluency in social English
- Reading and writing below grade level
- Usually insufficient literacy in primary language
- Struggling academically in courses

The AVID Excel Elective Teacher

The AVID Excel Elective classroom is a dynamic and interactive environment in which intermediate-level ELLs have multiple opportunities each day to practice their oral and written language in a supportive space. The AVID Excel Elective classroom is characterized by high levels of teacher-directed student interaction, participation, and activity. Both the physical environment and the philosophical environment are intentionally structured.

It is critical that the AVID Excel Elective teacher has a strong philosophical belief that L-TELLs can and will achieve at the highest level if given the opportunity and necessary support. The AVID Excel Elective teacher needs to be willing to work with their cohort of students to build a sense of family, and this often means stepping out of a perceived “traditional” role as a teacher. Typically, the teacher begins with the cohort by teaching the 7th grade Summer Bridge (two weeks during the summer), and then continues as their 7th grade AVID Excel Elective teacher. The teacher should also have a language arts or language development background, although they don’t necessarily have to be a language development (ELD, ESL, ESOL, etc.) or language arts teacher. AVID Excel Elective teachers attend AVID Excel strands at Summer Institute and participate in the AVID site team.

The AVID Excel District Leader

The AVID Excel District Leader (DL) acts as a spokesperson, liaison, coach, and advocate for the AVID Excel program and serves as the conduit between AVID Center and the district. The DL works with district administrators, site administrators, AVID site coordinators, core content-area teachers, and AVID Excel Elective teachers, as well as AVID Excel students and families, to communicate the philosophy, structure, and curriculum of AVID Excel. The DL is responsible for the implementation and maintenance of the AVID Excel Summer Bridge and AVID Excel Elective courses, oversees professional learning, Summer Institute registrations, and the Family Connections component, and supports district dialogue to promote biliteracy. The DL must have a belief that all ELLs can succeed in a rigorous academic environment,

if provided with appropriate scaffolding, skills, and strategies, and have the ability to articulate that expectation to administrators, site staff, and families, professionally and enthusiastically. The DL should have the credibility and capacity to be an instructional and language coach for the AVID Excel Elective teachers as part of the ongoing professional learning that supports the success of AVID Excel and the AVID philosophy. During initial implementation, AVID Center will provide training, resources, and support to enable the DL to begin providing professional learning and coaching to AVID Excel sites. After the first two contract years, the DL assumes responsibility for continued professional learning at the sites, with guidance from AVID Center.

The AVID Excel Tutor

AVID Excel students participate in scholar groups in the 7th grade and tutorials in the 8th grade, both of which are based on the AVID tutorial model. AVID Excel tutors receive the traditional AVID tutor training, as well as additional training modules, which specifically address the needs and the requirements of working with L-TELLs and the key differences between scholar groups and tutorials. It is beneficial when the middle school AVID Elective and AVID Excel Elective share the same tutor.

The AVID Excel Content Area Teachers

AVID Excel sites designate core content area teachers to receive additional professional learning in academic literacy strategies. These teachers attend Summer Institute, participate in the AVID site team, and advocate for ELL students schoolwide. AVID Excel students are clustered in the AVID Excel Content Area Teachers' classes throughout the day.

The AVID Excel Site Administrator

The AVID Excel Site Administrator supports AVID Excel by working with the District Leader to schedule professional learning and coach the AVID Excel teachers. The Administrator attends Summer Institute AVID Excel strands and other professional learning opportunities. Coordinating with the District Leader, the Administrator arranges for tutors, field trips, guest speakers, family nights, and other resources for the AVID Excel program. Additionally, the Administrator ensures that the master schedule includes the appropriate number of AVID Excel sections and clusters the AVID Excel students in the AVID Excel Content Area Teachers' classes throughout the day.



CHAPTER 3

Student Recruitment

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CALIFORNIA SOCIAL STUDIES

United States History

Independence to 1914

UNIT 1
Connecting with the Past:
Our Colonial Heritage
Chapter 1 Early Exploration and Settlement
Chapter 2 The English Colonies
Chapter 3 The American Revolution
UNIT 2
A New Nation
Chapter 4 Forming a Government
Chapter 5 Citizenship and the Constitution
Chapter 6 Launching the Nation
UNIT 3
The New Republic
Chapter 7 The Jefferson Era
Chapter 8 A New National Identity
Chapter 9 The Age of Jackson
Chapter 10 Expanding

UNIT 4
The Nation
Chapter 11 The
Chapter 12 The
Chapter 13 The
Chapter 14 A
UNIT 5
The
Chapter 15
Chapter 16
Chapter 17

CALIFORNIA SOCIAL STUDIES

United States History

Independence to 1914

Chapter 1 Early Exploration and Settlement

Chapter 2 The English Colonies

Chapter 3 The American Revolution

AVID Excel Students and AVID Elective Students Comparison

	AVID Excel Students	AVID Elective Students
Selection Criteria	<ul style="list-style-type: none"> • Possess academic potential • Score Below Proficient on state-adopted ELA standards exam • Score Intermediate, Early Advanced, Advanced or recently reclassified (RFEP) on state-adopted English proficiency exam • Possess college potential with support from the AVID Excel Elective in middle school and the AVID Elective in high school • Are currently or are at risk of becoming long-term English language learners 	<ul style="list-style-type: none"> • Possess academic potential • Score Basic or Proficient on state-adopted ELA standards exam • Score Upper Basic, Proficient, or Advanced on state-adopted Math standards exam • 2.0-3.5 GPA • Possess college potential with support from the AVID Elective in middle school and/or high school <p><u>AND</u></p> <p>Meet one or more of the following criteria:</p> <ul style="list-style-type: none"> • First-generation college • Low income • Historically underserved in four-year colleges/universities • Special circumstances
General Profile	<ul style="list-style-type: none"> • Exhibit interest in going to college and demonstrate individual determination • Struggle to navigate systems that put them on an academic trajectory toward rigorous coursework and college acceptance • Lack the strategies and tools needed to successfully engage with more rigorous classes • Have explicit language development needs • Lack academic language in English • Have typically been placed in intervention classes to address English language proficiency needs • Speak a language other than English as their primary language • Are often only partially literate in primary language • Possess Basic Interpersonal Communication Skills (BICS) and lack Cognitive Academic Language Proficiency (CALP) in primary language 	<ul style="list-style-type: none"> • Exhibit interest in going to college and demonstrate individual determination • Struggle to navigate systems that put them on an academic trajectory toward rigorous coursework and college acceptance • Lack the strategies and tools needed to successfully engage with more rigorous classes • Have typically not been afforded the opportunity to engage with courses that adequately challenge them to discover and reach their potential

AVID Excel and AVID Elective Comparison

Program Overview	AVID Excel	AVID Elective
	<ul style="list-style-type: none"> A part of AVID Secondary, AVID Excel is a middle school English language development program for long-term English language learners (ELLs) designed to accelerate academic language acquisition, bridge into high school AVID, increase access to college preparatory coursework, and empower students to be successful in a global society. Curriculum focus: Explicit instruction in English language development and cognitive academic language through reading, writing, oral language and academic vocabulary, supported by instruction in traditional AVID college readiness skills Summer bridge, community involvement, field trips, guest speakers Scholar Groups – 7th grade; Tutorials – 8th grade Family Connections: Information about AVID Excel, promoting literacy outside of school, deepening the understanding of college and student successes This program requires student willingness to commit to: <ul style="list-style-type: none"> engaging in intensive language building and academic work leading to college readiness participating in the AVID Excel Summer Bridge for two weeks each summer (between 6th and 7th grade and between 7th and 8th grade) participating in the AVID Excel Elective class during both 7th and 8th grades 	<ul style="list-style-type: none"> A part of AVID Secondary, the AVID Elective is an academic course offered in middle and high schools designed to prepare students in the academic middle for college readiness and success in a global society. Curriculum focus: Explicit instruction in college readiness skills including self-regulatory skills (time management, goal-setting, organization, self-advocacy, etc.) as well as academic skills (focused note-taking, inquiry, collaboration, text handling, writing, etc.) Field trips, guest speakers Tutorials – 7th-12th grade Family Workshops: Information about AVID, deepening the understanding of college and student successes This program requires student willingness to commit to: <ul style="list-style-type: none"> engaging in intensive academic work leading to college readiness participating in the AVID Elective class

AVID Excel Recruitment Timeline

Timeline	Action	Resource
February-March	<p>Generate potential student list based on AVID Excel student profile and review for further narrowing.</p> <p>Beginning profile:</p> <ul style="list-style-type: none"> • Currently in 6th grade • State-adopted English language proficiency exam: Intermediate or Early Advanced levels (3 and 4) • Standards-based state-adopted ELA exam: band below proficient or barely proficient • In U.S. schools 4 years or more <p>To consider for further broadening the AVID Excel pool:</p> <ul style="list-style-type: none"> • More proficient scores on the state-adopted English language proficiency exam with lower sub-scores in reading or writing • Newly reclassified/redesignated students who may not be proficient on the state-adopted ELA standards exam or who would benefit from the support provided in AVID Excel <p>To consider for further narrowing:</p> <ul style="list-style-type: none"> • State- or district-adopted writing assessment: below proficient or low end of proficient (writing demonstrates sound thinking but lack of skill with syntax, word choice, etc.) • Receiving other support services: if student is receiving special education support or other individualized services, he or she may not need AVID Excel. 	<ul style="list-style-type: none"> • Potential Candidate Report (generated by district data department)
March	<ul style="list-style-type: none"> • Schedule date and location and arrange for translation services for AVID Excel Family Information Night (district or individual sites) in May or June (earlier is better, especially so parents know how to schedule their summer plans so they won't conflict with AVID Excel Summer Bridge). • Collaborate with AVID teachers/coordinators to determine if potential AVID Excel student list contains any potential AVID students. If so, determine which students get AVID Excel letters or AVID letters. <p>Possible determinants:</p> <ul style="list-style-type: none"> • Standards-based state-adopted exam: ELA score—lower might be in AVID Excel; higher in AVID • State-adopted English proficiency exam: subscores—2 or 3 (low/intermediate level) in writing, speaking, reading might be in AVID Excel; higher in AVID • District or state writing assessment—lower might be in AVID Excel; higher in AVID • If desired, conduct an initial parent/student meeting to introduce AVID Excel and to involve parents in the student selection process. See AVID Excel Talking Points for Parents. 	<ul style="list-style-type: none"> • School/District Master Calendar • Potential Candidate Report • AVID Excel Talking Points for Parents (English, Spanish)

Timeline	Action	Resource
March, cont'd.	<ul style="list-style-type: none"> • Send Student Information Cover Letter with AVID Excel Application to all AVID Excel candidates. • Send letter/email to 6th grade principal explaining context/rationale for the program (if needed), and the interview process/timeline—see AVID Excel/AVID Comparison to assist. • Send 6th grade schools a master list of students who are receiving applications so teachers can monitor return of applications before sending back to _____ at the district level. • Send 6th grade teachers a list of students who received AVID Excel applications and request feedback/recommendations from teachers as needed. • Check off completed applications received; determine if missing whole school—follow up on missing schools. If missing large number of applications from a site, site should be contacted. • Review applications/writing samples—students who clearly have command of language (correct syntax, sophistication, etc.) might be too advanced for AVID Excel; students who have difficulty constructing a complete thought might need a different support structure. Consider taking them out of the pool or interviewing them with a lens toward distinguishing writing needs/skills to see if AVID Excel is appropriate. • Select the interview pool from the applications reviewed. • Contact sites to determine best method for grouping and pulling students for interviews (seems to work best having clusters of 4–6 students from one class at a time)—see Recruitment Appointment Memo. 	<ul style="list-style-type: none"> • Student Information Cover Flyer • AVID Excel Application • AVID Excel/AVID Comparison (for principals) • Students selected from Potential Candidate List • Recruitment Master Roster • Submitted applications • Recruitment Appointment Memo

Timeline	Action	Resource
April	<ul style="list-style-type: none"> • Meet with students and complete the AVID Excel Small Group Interview Prompt and Note-taking form and rank each student: <ul style="list-style-type: none"> 1 = AVID Excel not appropriate (please note if AVID appropriate, if high enough) 2 = consider for AVID Excel 3 = definitely in AVID Excel • Update Recruitment Master Roster. • Keep applications and interview notes together for each student—create a file for later data collection purposes. • Make placement decisions (acceptance, wait list, deny) and communicate with AVID (make sure there aren't double placements). • Send A, WL, D list to 6th grade principals and teachers. • E-mail/mail AVID Excel Family Information Night information to 6th grade sites so they can field questions as needed—see Status Letter for 6th Grade Principals. • E-mail/mail AVID Excel Family Information Night information to middle school sites (if different from 6th grade site) so they can field questions as needed—see Middle School Principal Letter. • Send appropriate letters to students/families—A, WL, D (English and/or home language). • Send AVID Excel Family Information Night Invitation and AVID Excel Contract with acceptance letters—goal: families bring signed contract to meeting (have extra contracts at meeting). • Update Recruitment Master Roster. • Create AVID Excel program list for each school. 	<ul style="list-style-type: none"> • AVID Excel Small Group Interview Prompt and Note-Taking • Recruitment Master Roster • Acceptance Letter (English, Spanish) • Wait List and Deny Letter (English, Spanish) • Status Letter for 6th Grade Principals • Middle School Principal Letter • AVID Excel Contract (English, Spanish) • AVID Excel Information Night Invitation (English, Spanish) • Recruitment Master Roster

Timeline	Action	Resource
May-June	<ul style="list-style-type: none"> • Arrange for TeleParent or some other type of liaison to make follow-up calls as reminders to families prior to Information Night meetings; it is not easy to get families to the meetings—we have to work at it. • Hold AVID Excel Family Information Night—see <i>Sample Family Information Night PowerPoint and Family Information Night Talking Points</i>. • AVID Excel Summer Bridge information is shared at information night; reinforce need for families to schedule their summer travel plans around the course dates; missing the AVID Excel Summer Bridge sets students up to be behind in the program. • Collect signed contracts; contracts need to be maintained for record-keeping and follow-up. • Update Recruitment Master Roster list of accepted students and information meeting attendance. 	<ul style="list-style-type: none"> • AVID Excel Program List • Sample Family Information Night PowerPoint (English, Spanish) • Family Information Night Talking Points • Recruitment Master Roster
June	<ul style="list-style-type: none"> • Before AVID Excel Summer Bridge begins, pull students off of the wait list and call parents and students to fill spots left vacant by accepted students who didn't attend information meeting and turn in contracts—classes need to be filled to at least _____BEFORE they begin (determine capacity based on the needs of the school or district). 	<ul style="list-style-type: none"> • Recruitment Master Roster

A black and white photograph of a young man with curly hair, smiling, holding a laptop and wearing a backpack. A green rectangular overlay with white text is positioned in the center of the image.

CHAPTER 4

AVID Excel Curriculum & Course Content

AVID Excel Curriculum Foreward

Every year in this nation, hundreds of thousands of children enter kindergarten as “English language learners” coming from homes in which languages other than English are spoken and lacking the English skills needed to fully participate in and access the curriculum at school. Their young brains are wired to develop language, to use language in order to interact with others, and to learn about and codify the concepts that give the world meaning. Their teachers greet them with a curriculum meant to develop those language and early literacy skills and to set them on the path towards academic success. Yet, for many, it does not work out as it should.

Somewhere between 40–50 percent of these young English language learners begin what will be years of struggle to comprehend the instruction they are given in a language they don’t know, amassing increasing academic gaps. This journey seldom results in these students achieving the levels of English proficiency they need to be successful in college or the work force. They become what are called long-term English language learners.

The majority of English language learners in secondary grades (6–12) are long-term English language learners (L-TELLs)—having been in United States schools for more than six years, many born in this country—stuck in the journey towards English proficiency, and struggling to overcome academic gaps. Awareness of this group has existed “on the ground” for a while in some schools, but in most places the curriculum, policy, and programs provided to adolescent English language learners is designed either for newcomer English language learners or for a general population of struggling native English speakers. Because their basic social oral fluency in English can mask the very real weaknesses in their grasp of English, long-term English language learners are often overlooked as having language needs. They find themselves placed in mainstream classrooms, without the supports necessary to continue developing the English they need, unable to access grade-level academic content, or in intervention classes that misdiagnose their struggles as reading problems or undisciplined study habits. Years of struggling academically takes a toll well beyond the academic deficits that accrue. Discouragement and non-engagement become widespread.

In 2010, the policy research report *Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California’s Long Term English Learners* was released. Based upon years of conducting inquiries into English language learner achievement challenges within secondary schools, and a statewide policy research study on the magnitude of the long-term English language learner phenomenon in California, the report provided a wake-up call for schools, districts, and states to attend to the needs of long-term English language learners, to develop new curriculum and services that address the academic and language gaps of this group, and to rectify the conditions in schools that contribute towards the creation of long-term English language learners. Since that time, there has been an explosion of new awareness about this group, a growing sense of urgency about addressing their needs, and a move to action.



Drawing upon research of effective English language learner practices, an analysis of the specific needs of L-TELLs, and the challenges and opportunities in the new Common Core standards for Language Arts, it becomes evident that the most effective approaches to meet these students' needs include a very clear and well-defined set of elements:

- A commitment to rigor, acceleration, and possibility
- A pervasive element of empowering pedagogy that ignites (or re-ignites) a sense of connection to literacy and education, excitement about learning, and a sense of personal relevance connecting students to their learning
- A focus on active engagement to break the cycle of non-participation that is so typical among L-TELLs
- Explicit strategies to build a sense of community and support among students
- Establishment of consistent and appropriately scaffolded academic routines and instructional approaches across the curriculum
- An emphasis on oral language development, and the consistent and frequent use of strategies that engage students in actively producing language
- Routine use of high-level texts and academic discourse, which include rigorous academic language and academic vocabulary
- The inclusion of multiple genres of reading and writing—expository, literary, journalistic, etc.
- A focus on how English works in academic contexts and for academic purposes
- A focus on goal setting, mentoring, advising in order to help students clarify their dreams and identify pathways to achieving them
- A focus on study skills

Given the magnitude of the long-term English language learner challenge and the need for curriculum resources, it was both wonderful and not surprising that AVID would step up to develop a new program to address this need, for despite the academic struggles that plague long-term English language learners, the vast majority have high hopes of going to college but lack the pathway or support structures that will make this possible. AVID's history of highly successful college readiness programs that accelerate student learning positioned it well to take on addressing the needs of the middle school English language learners who either were or were becoming L-TELLs.

While other curriculum developers were approaching middle school long-term English language learners primarily through a lens of intervention, AVID's approach was to create AVID Excel, an accelerated pathway into high school AVID and on to college preparation—replete with cohort support, family engagement, an assets-oriented focus on biliteracy, and careful construction of a rigorous and scaffolded curriculum. The AVID Excel curriculum reflects a deep understanding of the full and complex range of L-TELL needs. It is a comprehensive approach that is age appropriate and gives its students the tools and support to take control of their schooling and plan their pathway to college and careers.

It is now almost a third of a century since civil rights legislation and federal court decisions sought to end a long history of exclusion from education for language and cultural minority groups in the United States. The landmark Supreme Court ruling (*Lau v. Nichols*) made clear that *“students who do not understand English are effectively foreclosed from any meaningful education”* and our system of education must *“be designed to meet [these students'] language needs as soon as possible”* so as to not pose an *“educational dead-end or permanent track.”* Long-term English language learners are in grave danger of being at exactly that point. AVID Excel interrupts that trajectory, offering students an educational lifeline and a means to fulfill their dreams of achieving English proficiency and preparing for college.

Laurie Olsen, Ph.D.

Researcher and author of *Reparable Harm*

AVID Excel Core Content

AVID Excel courses that students experience during the Summer Bridges and during the AVID Excel Electives focus on six consistent learning strands—reading, writing, oral language, academic vocabulary, study skills, and self-determination and leadership—that help to accelerate language acquisition, increase overall achievement, and give students access to rigorous coursework.

Students start AVID Excel courses in the summer between 6th and 7th grade with a two-week Summer Bridge, which focuses on building a sense of family among the students, and on helping them shape their 7th grade academic personas and take control of their learning and language building. They then continue as a cohort with the 7th grade Elective class, where they participate in intensive academic language building during the entire school year. Another two-week Summer Bridge occurs between 7th and 8th grades, the focus of which is language building and leadership skills. This is followed by an 8th grade Elective. Whenever possible, districts are encouraged to include a week-long Summer Bridge leading into high school, partnering with the 9th grade AVID teachers and students.

Each AVID Excel course builds upon the previous courses, introducing new skills in each of the six learning strands while enhancing the skills the students have begun to develop. As you review the core content covered through AVID Excel curriculum, consider which strategies, structures, and tools best support the learning and skills listed. Revisit this list often as your experience with AVID Excel expands, and add to your notes.



AVID Excel Summer Bridge

(2 weeks each session)

	6th into 7th Grade Transition to Middle School	7th into 8th Grade Leadership to Middle School
Reading	<ul style="list-style-type: none"> • 7th grade textbook preview (ELA, science, social science) • Introduction to reading routines: <ul style="list-style-type: none"> - Main Idea/Details – Cornell Notes - "Movie" (Narrative Text) • Introduction to the Critical Reading Process and marking the text • Exploration of a hot topic: peer pressure article • Summer reading with reading log • Promotion of ongoing independent reading: 7th grade goal is 25 books or more 	<ul style="list-style-type: none"> • 8th grade textbook preview (ELA, science, social science) • Exploration of a hot topic: "Acting White" article/ study and interpretation of statistics • Summer reading with book talks and Socratic Seminar • Promotion of ongoing independent reading: 8th grade goal: 30 books or more
Writing	<ul style="list-style-type: none"> • Cornell notes • Quickwrites • Learning logs (metacognition) • Academic summaries • Sentence frames and graphic organizers: sequencing, compare/contrast 	<ul style="list-style-type: none"> • Cornell notes • Learning logs (metacognition) • Speech writing • Writing prompt dissection • Essay writing: leadership prompt • Writing process • Elaboration language frames • Writing focus lessons: 7th grade lessons, introductions, thesis statements, and conclusions
Oral Language	<ul style="list-style-type: none"> • Partner interviews & speeches (diagnostic) • Role plays and language coaching to support speaking with confidence • Language registers and academic scripts • Introduction to Socratic Seminar 	<ul style="list-style-type: none"> • Book talks • Speech delivery • Socratic Seminar and academic scripts • Philosophical Chairs

	6th into 7th Grade Transition to Middle School	7th into 8th Grade Leadership to Middle School
Academic Vocabulary	<ul style="list-style-type: none"> History of the English language Introduction to word analysis/word parts Academic Word List (AWL): Costa's Levels of Thinking Idioms 	<ul style="list-style-type: none"> Word analysis/word parts Idioms Word relationship chart
Study Skills	<ul style="list-style-type: none"> Cornell notes and learning logs Binder and organization Successful class interactions: SLANT Costa's Levels of Thinking 	<ul style="list-style-type: none"> Cornell notes with peer evaluation and revision
Self-Determination/Leadership	<ul style="list-style-type: none"> Teambuilding Campus tour and syllabi analysis Basic "I" Messages Personal responsibility Impressions/assumptions/expectations of peers Positive self-image and peer relationships 7th grade expectations and middle school campus tour Goal-setting for 7th grade 	<ul style="list-style-type: none"> Teambuilding Learning styles survey and profile (taking control) Introduction to leadership traits and personal leadership profile Campus walk—analyzing leadership pockets Syllabi analysis Stereotypes and leadership role plays Transcript review and GPA calculation Value of high school and college educations Postsecondary options research College letters Six-year plan Introduction to conflict management SMARTER goals for 8th grade
Community Connections	<ul style="list-style-type: none"> Varies, depending on available community resources Goal: students experience activities that build their academic language and background knowledge, expose them to community resources and opportunities, and motivate them toward higher education. 	

8th into 9th Grade - Optional District-Designed Summer Bridge into High School AVID:

Optional; developed independently by AVID Excel sites and AVID Secondary sites within a feeder pattern.

AVID Excel Elective

(Full School Year)

7th Grade Elective		8th Grade Elective	
Reading	<ul style="list-style-type: none"> • Outside reading with reading logs • Review of 7th grade core content texts • Reading routines: <ul style="list-style-type: none"> - "Movie" (Narrative Text) - Main Idea/Details – Cornell Notes • Graphic organizers and summary templates • Scholar Group collaboration focused on student questions on various texts 	Writing	<ul style="list-style-type: none"> • Outside reading with reading logs • Review of 8th grade core content texts • Reading routines, as appropriate: <ul style="list-style-type: none"> - "Movie" (Narrative Text) - Main Idea/Details – Cornell Notes - Key Word Outline - Socratic Seminar (Close Reading) • Graphic organizers and summary templates
	<ul style="list-style-type: none"> • Academic summaries • Note-taking and learning logs • Career research paper and presentation • Regular short writing tasks practicing extending sentences and applying focus lessons • Sentence frames (with decreased scaffolding) • "Style" focus lessons to enhance writing; includes lessons such as using quality adjectives, strong verbs, clauses, various sentence openers • "Bugs" focus lessons for more accurate writing; lessons determined through diagnostic assessment • Prompt dissection • Timed writing • Multi-paragraph graphic organizers 		<ul style="list-style-type: none"> • Academic summaries • Extended persuasive writing: College and Career Debate research process and paper • Regular short writing tasks practicing extending sentences and applying focus lessons • Sentence frames (with increased complexity) • "Style" focus lessons: Review/practice all of 7th grade • "Style" focus lessons such as: dual adjectives and adverbs, new clauses, sentence combining, transitions, introductions, conclusions • "Bugs" focus lessons for more accurate writing; lessons determined through diagnostic assessment • Prompt dissection

7th Grade Elective		8th Grade Elective
Oral Language	<ul style="list-style-type: none"> • Speaking with confidence • Language registers and academic scripts • Spoken exchanges with increasing levels of complexity and elaboration • Asking clarifying questions • Active listening and “I” messages • Formal presentations: short speeches with feedback; career research presentation • Philosophical Chairs and Socratic Seminar • “Hot Topics” discussions 	<ul style="list-style-type: none"> • Continued practice with: <ul style="list-style-type: none"> - Speaking with confidence - Language registers and academic scripts - Spoken exchanges with increasing levels of complexity and elaboration - Asking clarifying questions - Active listening and “I” messages practice • Self-advocacy across content areas • Formal presentations: short speeches with feedback; College and Career Debate • Philosophical Chairs and Socratic Seminar • “Hot Topics” discussions
Academic Vocabulary	<ul style="list-style-type: none"> • Word analysis/word parts • Target word parts: duo, unus, bi, tres, tri, sex, octo, centum, decem, mille, extra, bene, mal, inter, trans, dia, ad, cum, pro, ars/artis, manus, photos, syn, thesis, geo, luna, sol, dico/dictum, scribe/scriptum, mater/matrix, pater/patris, biblos, pathos • Word relationship chart • Academic Word List (AWL) • Idioms 	<ul style="list-style-type: none"> • Word analysis/word parts • Target word parts: heteros, homos, circum, peri, ambi, amphi, omnis, hyper, hypo, super, sub, dokein, specto/spectatum, mare, sal/salis, naus, navis, cutis, derma, cor/cordis, dorsum, laboro/laboratum, durus, gradus, solus, monos, orthos • Word relationship chart (including leadership skills trait words) • Academic Word List (AWL) • Idioms
Study Skills	<ul style="list-style-type: none"> • Note-taking and learning logs • CORNELL WAY focus lessons • Inquiry practice • Binder and organization • Assignment analysis • SLANT • Time management • Scholar Group process and resources • Test-taking • Test preparation • Costa’s Levels of Thinking • Mnemonics 	<ul style="list-style-type: none"> • Note-taking and learning logs • CORNELL WAY focus lessons • Inquiry practice • Binder and organization • Assignment analysis • Successful class interactions • Time management: backwards planning for long-term projects; confronting procrastination • Tutorial process and resources • Test-taking • Test preparation • Costa’s Levels of Thinking • Mnemonics

	7th Grade Elective	8th Grade Elective
Self-Determination/ Leadership	<ul style="list-style-type: none"> • “I” messages • Leadership/followership skills (including affiliations with student leadership groups on campus) • Personal responsibility • Goal-setting: Academic Action Plans • The High Price of Missing Assignments • GPA calculation • Reflection and metacognition, including learning logs • “Hot Topics” discussions • Teambuilding • Awareness of social justice and equity issues • Development of positive self-image and peer relationships • Guest speakers • Taking responsibility vs. being a victim 	<ul style="list-style-type: none"> • Leadership traits study: courage, integrity, perseverance, responsibility, empathy, teamwork, fairness, commitment, initiative • Personal responsibility • SMARTER goal-setting: long-term and shortterm; Academic Action Plans • Reflection and metacognition, including learning logs • “Hot Topics” discussions • Six-year plan • College banner project and College current events • Teambuilding • Awareness of social justice and equity issues • Development of positive self-image and peer relationships • Guest speakers • Understanding and transitioning to high school



CHAPTER 5

Data Collection

How did the telegraph
affect communication in
the United States?
telegraph- send messages
from long distance.

Criteria and Data Collection Process to Assess Whether or not AVID Excel Is Appropriate for a District

Is each of these components in place in the district?

- Strong AVID feeder patterns within middle and high schools
- Strong AVID reputation—students WANT to be in the AVID system
- Track record of successful AVID graduates
- College readiness culture/priority is fostered in the district—especially at middle and high schools
- An AVID Excel District Leader can be designated to “own” AVID Excel in the district, including:
 - setting up the school site schedules, resources, and summer bridge classes
 - setting up the community connections with summer bridge
 - recruiting students for the program
 - assisting with site Family Information Nights and contracts
 - assisting with site Family Connections components
 - learning the staff development/training components (to conduct later within the district on their own)
 - coaching teachers at their sites as they are teaching AVID Excel
 - establishing site trainings for content-area teachers involved in AVID Excel (and learning these components to teach on their own later)

If a district does not have these prerequisite components, AVID Excel is probably not an appropriate fit at this time. If these components ARE in place, then collect the following data.

Is there a need for AVID Excel in the district?

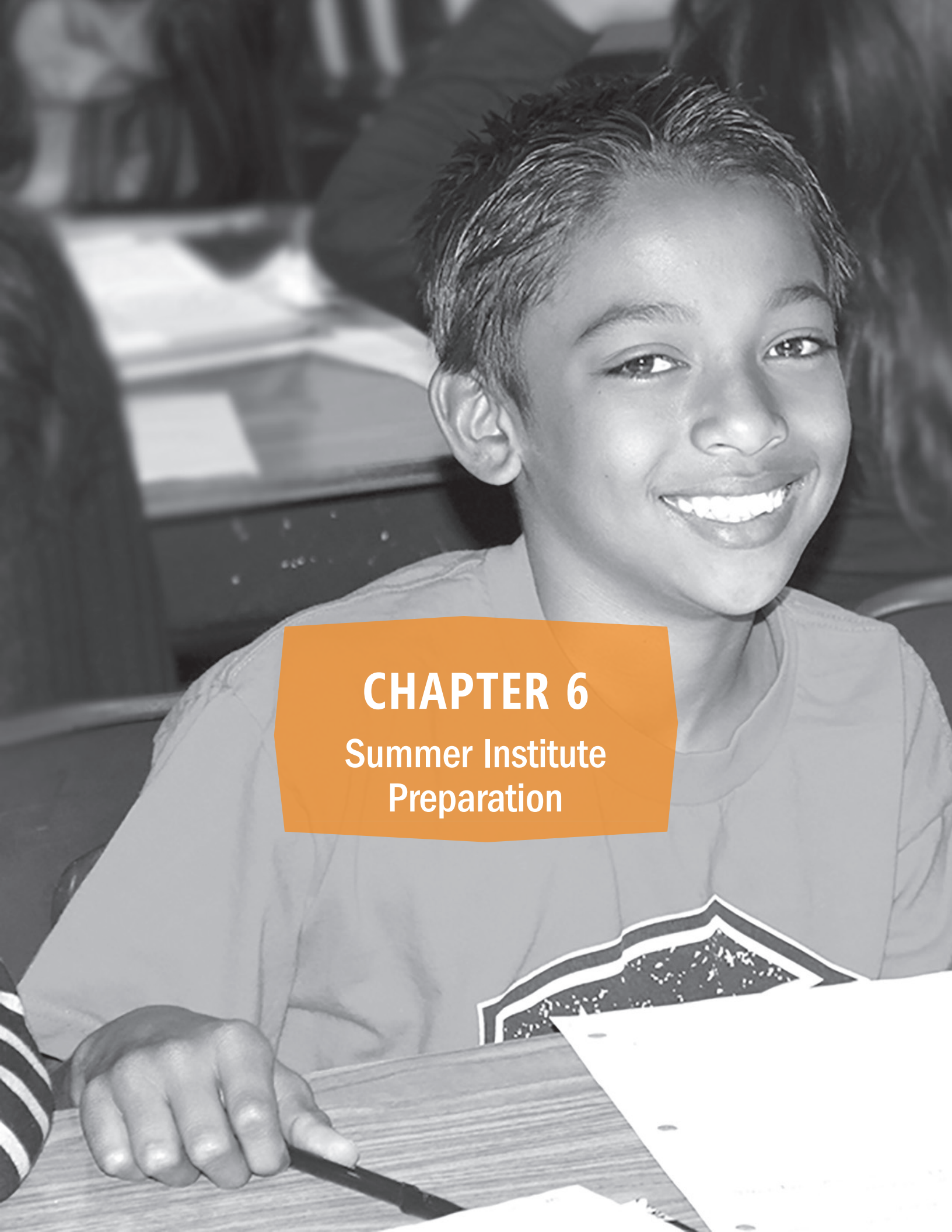
Collect the following data to determine the current college-readiness culture for English Language Learners in the district:

1. How many current high school seniors are designated as ELLs? _____
What percentage is that of the total senior class? _____
2. What percentage of the senior ELLs are on track to graduate from high school? _____
3. What percentage of the senior ELLs are on track to complete a college-preparatory course sequence? _____
4. If these data have been collected in the past, compare this year's senior ELL data with the past two to three years.
5. How many current 12th grade AVID students are designated as ELLs? _____
6. What percentage of the current senior AVID ELL students are at each level of English proficiency based on the 1-5 scale, and how long have they been at that level?
Level 1: _____ How long: _____
Level 2: _____ How long: _____
Level 3: _____ How long: _____
Level 4: _____ How long: _____
Level 5: _____ How long: _____
7. How many current 9th grade AVID students are designated as ELLs? _____
8. What percentage of the current 9th grade AVID ELL students are at each level of English proficiency based on the 1-5 scale, and how long have they been at that level?
Level 1: _____ How long: _____
Level 2: _____ How long: _____
Level 3: _____ How long: _____
Level 4: _____ How long: _____
Level 5: _____ How long: _____
9. In general, what is the success rate of ELLs who have redesignated out of ELL support? Are they graduating from high school? Are they completing a college-preparatory course sequence?

Given the data above, does the district already have supports in place to assist potential long-term ELLs in redesignating/demonstrating English proficiency and meeting graduation and college admissions criteria? If so, AVID Excel may not be needed in the district.

Collect the following data to determine whether or not the right population of students exists in sufficient numbers in the district (looking for students on the path to long-term ELL status) and whether or not the student population can sustain at least one 7th grade AVID Excel section at 1-4 middle schools within the district:

1. Start with current 6th graders designated as having intermediate (level 3) or early advanced (level 4) English language proficiency on the state's English language proficiency assessment.
2. Of these intermediate/early advanced 6th graders, narrow down to find those who have been in U.S. schools for four years or more.
3. Of these intermediate/early advanced 6th graders who have been in U.S. schools four years or more, narrow down to find those who are scoring below proficient (at the basic or upper band of below basic or equivalent designation) on the state's ELA standards assessment.
4. Of the narrowed down group in #3, use district benchmarks/assessments (across subject areas, if available) to identify those students who are scoring in the mid-range – that's who we want.
5. Of the narrowed down group in #3, use the district writing assessment data to identify those students who can clearly compose around an idea, but who are lacking English fluency and accuracy; these students would benefit from greater attention to syntax and language manipulation (style)—that's who we want.
6. The final pool of students should be large enough to support recruitment efforts knowing that some students will elect not to participate in the program.



CHAPTER 6

Summer Institute Preparation

Summer Institute (SI) Preparation

Basics

- Contracts **must be signed and returned to AVID Center** in order to register.
- Each new site must bring a team of six to the Institute:
 - AVID Excel Elective teacher
 - Administrator
 - English Language Arts teacher
 - Math teacher
 - Science teacher
 - History/Social Studies teacher
- **All** team members **must** attend the same Summer Institute

Registration

- AVID Excel team members should register for the following strands at the Institute:

Site Team Member	SI Strand
AVID Excel District Leader	AVID Excel Implementation
AVID Excel Elective Teacher	
Administrator	
English Language Arts Teacher	Academic Language and Literacy
Math Teacher	
Science teacher	
History/Social Studies teacher	

- In Contract Years 2 and 3, the AVID Excel District Leader, AVID Excel Teacher(s), and Administrator(s) will attend additional Summer Institute strands in order to continue to implement AVID Excel with fidelity.