- At the secondary grade levels ( $8^{\text {th }}-12^{\text {th }}$ grade): Chapel Hill and Lynhurst $7^{\text {th }}$ and $8^{\text {th }}$ 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 dass period a day, or a class period every other day at the middle level, students learn organizational and study
- 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:

- Today, Wayne Township has 446 students (up 324 students from 2006) grades 8-12, enrolled in the AV


## 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

## 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.

## Wayne's Language Assistance Program

 DataAs 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, Chines, Creole, Gzech, Djerma, Chuukese, Efik, Edo, Estonian, Fang, Fukienese, Fulani, German, Grebo, Gujarati, Hausa, Haitan-Creole, Hindi, Croatian, Indonesian, Ibo, Italian, Jamaican Creole, Khana, Knmer, Krio, Laotion, Lingala, Lugauda, 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. , 0 n
in 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."
A rota, n
-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 GC_ 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.

