



- ADVISORY
at Stephens Middle
School





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Presenters

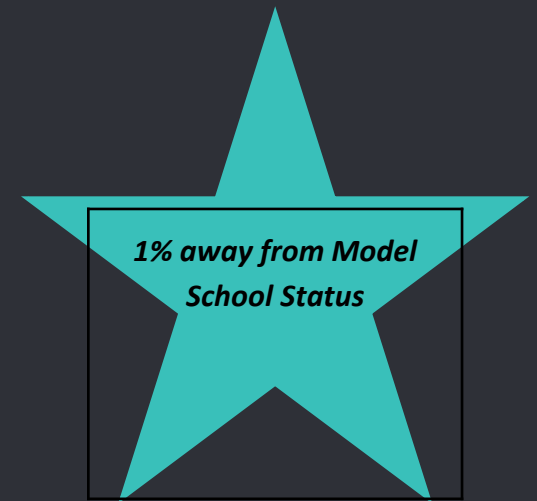
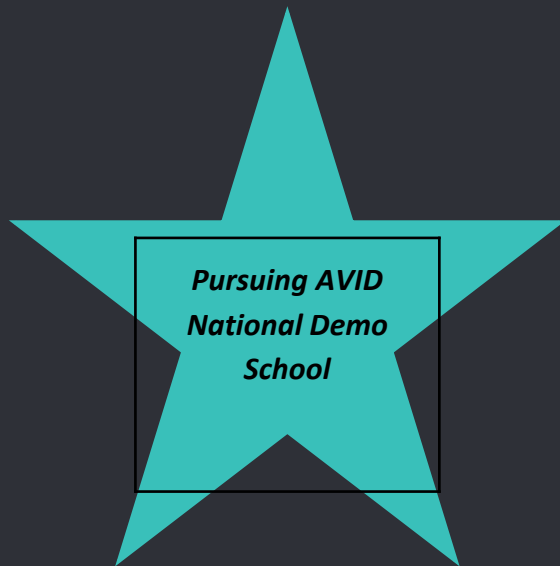
Jennifer Madland, Principal

Melissa Groninger, Assistant Principal

Aimee Leaton, Advisory Coordinator

● WHO WE ARE

- Largest middle school in Salem (1030)
- High poverty (87%)
- Largest ELL population in Salem
- High performing!



Stephens' Mission

All students can, and will, learn at high levels.

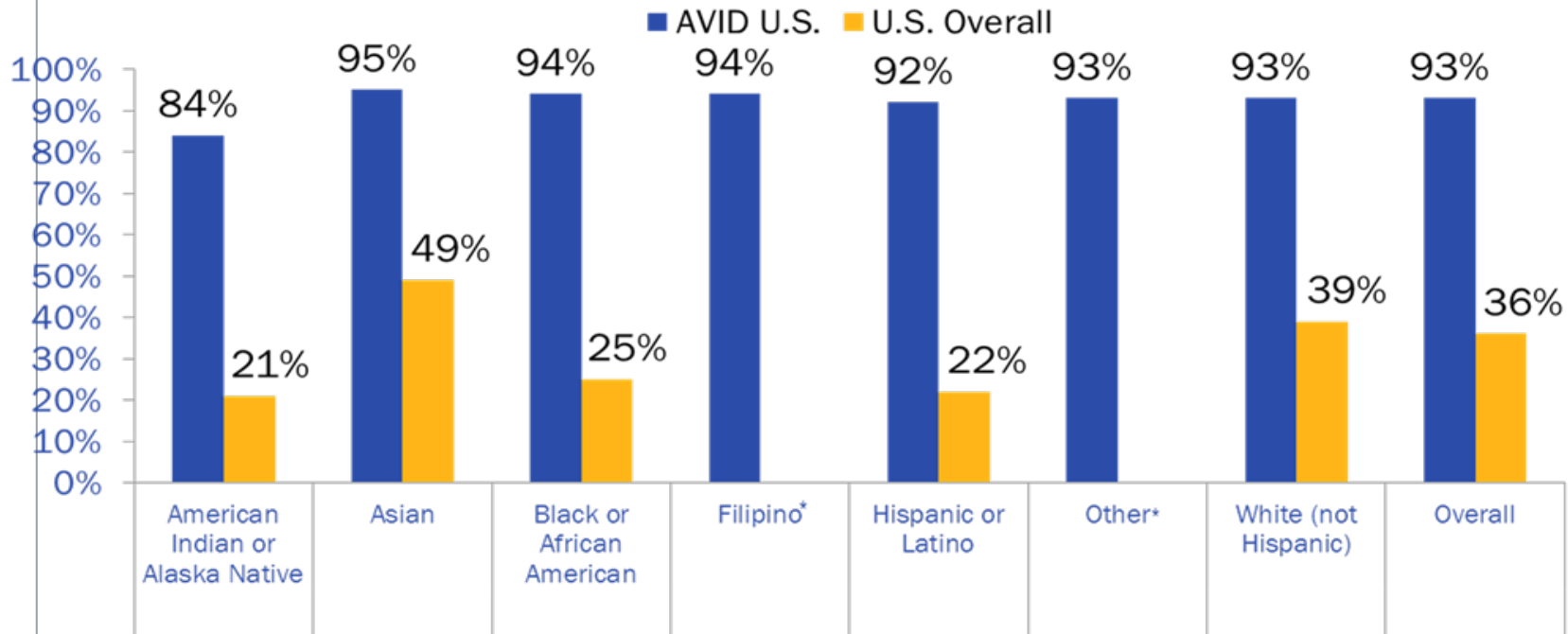


AVID's Mission

To close the achievement gap by preparing all students for college readiness and success in a global society.



National AVID Graduation Rates





McKay High School AVID Graduation Rates

- 100% graduated high school
- 100% were accepted to a 4-year university

How can we help ALL our students be AVID-ready?

AVID Strategies at ASMS

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Binders	<i>Train/Implement</i>		<i>Maintain</i>		<i>Refine</i>
Cornell Notes	<i>Train</i>	<i>Implement</i>		<i>Maintain/Refine</i>	
Reading Strategies	<i>Train</i>	<i>Implement/Maintain</i>			<i>Refine</i>
Planners		<i>Train/Implement</i>			<i>Refine</i>
Philosophical Chairs/Socratic Seminar		<i>Train</i>	<i>Implement</i>		<i>Refine</i>
Interactive Notebook		<i>Train/Implement</i>			
Writing to Learn strategies		<i>Train/Implement</i>			

● 4 steps to School-wide Advisory at ASMS

1. A **team** proposed the program to the principal, who created a **committee**.
2. The **committee** presented to the staff answering questions about the logistics.
 - a. Is this going to be more work for me?
 - b. How will I teach a strategy that I don't understand?
 - c. How do we prevent this from being a waste of time?
3. Staff voted, and several teachers were still unsure, so members of the **committee** met with them individually to discuss concerns (that teachers were uncomfortable voicing publicly).
4. Staff voted to adopt Advisory.

AVID Academic Advisory Class

- A ½ hour academic class that all students have every Tuesday and Thursday
- A school wide mechanism for providing all staff professional development in WICOR use
- A school-wide mechanism for providing all students WICOR instruction

AVID Academic Advisory Class

What will you see?

- **Differentiated grade level instruction**
- **Common organizational structures:**
 - Binders
 - Agendas
- **Common opportunities for reflection of performance and data use**
 - Data Journal
 - Goal setting
 - Reflections
 - Personal, data driven progress monitoring
- **Common instruction on AVID academic strategies:**
 - Critical Reading
 - Writing to Learn
 - Socratic Seminar
 - Philosophical Chair





2014-2015 STUDENT LED CONFERENCES

- Students collect standards based data on performance tasks for each class
- Students reflect on data
- Students independently lead conferences
- In 2013-2014 ASMS had 79% conference attendance

AVID Academic Advisory Calendar

9/25/14	AVID Strategies Day 2	AVID Strategies Day 2	AVID Strategies Day 2	AVID Strategies Day 2	AVID Strategies Day 2	Career Cluster Inventory	AVID Strategies Day 2	AVID Strategies Day 2
9/30/14	AVID Strategies Day 3	AVID Strategies Day 3	AVID Strategies Day 3	AVID Strategies Day 3	AVID Strategies Day 3	Reality Check Day 1	AVID Strategies Day 3	AVID Strategies Day 3
10/2/14	AVID Strategies Day 4	AVID Strategies Day 4	AVID Strategies Day 4	AVID Strategies Day 4	AVID Strategies Day 4	Reality Check Day 2-reflection	AVID Strategies Day 4	AVID Strategies Day 4
10/7/14	Continue AVID Strategies-use previous links	Continue AVID Strategies-use previous links	Continue AVID Strategies-use previous links	Continue AVID Strategies-use previous links	Continue AVID Strategies-use previous links	7th-8th AVID Strategies Day 1	Continue AVID Strategies-use previous links	Continue AVID Strategies-use previous links
10/9/14	Finish AVID Strategies. Other Option: TEAMBUILDING (use previous link)	Finish AVID Strategies. Other Option: TEAMBUILDING (use previous link)	Finish AVID Strategies. Other Option: TEAMBUILDING (use previous link)	Finish AVID Strategies. Other Option: TEAMBUILDING (use previous link)	Finish AVID Strategies. Other Option: TEAMBUILDING (use previous link)	AVID Strategies Day 2	Finish AVID Strategies. Other Option: Create CIS password page (talk to Matt)	Finish AVID Strategies. Other Option: Create Password page for CIS system (talk to Matt)
10/14/14	GRIT (introduce topic, take survey)	GRIT (introduce topic, take survey)	GRIT (introduce topic, take survey)	Guidance Lesson: Crossing the Line	Guidance Lesson: Crossing the Line	AVID Strategies Day 3	Login and Create Portfolio	Login and Create Portfolio
10/16/14	Team Building: Level 1	Team Building: Level 1	Team Building: Level 1	GRIT (introduce topic, take survey)	GRIT (introduce topic, take survey)	AVID Strategies Day 4	Career Cluster Inventory	Career Cluster Inventory
10/21/14	College and Career: Value of education	Guest Teacher	Guest Teacher	Team Building: Level 1	Team Building: Level 1	Continue AVID Strategies-use previous links	Career Cluster Inventory	Career Cluster Inventory
10/23/14	College and Career: GPA: What is it and	Guidance Lesson: Crossing the Line	Guidance Lesson: Crossing the Line	Guest Teacher	Guest Teacher	Finish AVID Strategies. Other Option:	Reality Check Day 1	Reality Check Day 1

Team Building Challenge: Levitating Hula Hoop

Can your team pick up a Hula Hoop without it floating away?



Rules:

- Everyone must have one finger only under the Hula Hoop, pointing straight out and not curling around the hoop.
- To complete the challenge, your group must lift the Hula Hoop up to the height of the groups shoulders and set it back on the ground.

Philosophical Chairs Advisory Lesson



What are Philosophical Chairs?

Philosophical Chairs are:

- a debate
- based on text
- aimed at getting others to agree with you about a topic, by supporting your opinion
- useful for using academic language and active listening strategies

1. Lessons begin with a learning target based on an essential question.

I can use text to justify my stance about listening to music while studying.

(EQ: Should students listen to music while studying?)

2. Students share initial thoughts.

What's your opinion?

Move to the side of the room that matches your stance.

(You must choose a side.)

Be prepared to justify your stance.

Should students listen to music while they study?

3. Students read a variety of texts, watch related videos, etc.

As students are introduced to text, we teach strategies to encourage interacting with the text.

The most common strategy is Marking the Text. Today, you will participate in a pared down version of this.

Using the article “Should You Listen to Music While Studying?”, complete the following before reading:

Write your initial opinion of this topic in the top margin.

Number the paragraphs.

As you read:

Underline evidence that supports your opinion.

4. After exposure to several texts, students will participate in Philosophical Chairs.

Essential Question: Does listening to music while you study increase concentration?

Think about your experiences, look at the article you have marked, and prepare to support your stance with evidence.

PC: Rules of Engagement

- **Listen** to the person who is speaking.
- **Understand** the person's point of view.
- **Contribute** your own thoughts, stating your reasons as clearly as possible.
- **Respond** to statements only, not the speaker.
- **Change** your mind about the topic as new reasoning is presented.
- **Move** to the opposite side as your thinking grows and changes.
- **Support** the mediator in maintaining order and helping the discussion progress.
- **Reflect** on the experience via the closing activity.

PC: Sentence Frames

These are posted in the room, so students can refer to them throughout the debate.

In my opinion, _____. I think this because _____.

From my perspective, _____.

According to _____ in paragraph _____ of _____, _____.

I disagree with _____ when he/she said _____ because _____.

_____ made a good point when he/she said _____; however, I think _____.

PC: Reflection

How would your school, or district, benefit from using a strategy like Philosophical Chairs across all content areas?

Philosophical Chairs Advisory Lesson



Questions?

Goal Setting & Reflection: Student Data Sheet

Student Name _____ Grade: 06 ID#: _____
 SPED: _____ ELL: 5 TAG: AVID: _____

Advisory: Moran, J
 Room #: PT63

STUDENT DATA SHEET

Reading Test (Last Year)	
Score	219
Performance	Nearl

Writing Test	
2013 Result	Met
2014 Result	Not Met

Lexile Level *	
Placement	635
GP 1	684
GP 2	702
GP 3	739
GP 4	739
GP 5	890
GP 6	

Intensive Classes	
Language Arts Intensive?	<input checked="" type="checkbox"/> Yes
Math Intensive?	<input checked="" type="checkbox"/> Yes

Math Test (Last Year)	
Score	216
Performance	Low

* Only for students in Lang. Arts Intensive.

GPA	
GP 1	2.20
GP 2	1.57
GP 3	2.00
GP 4	2.67
GP 5	2.33
GP 6	
Cumulative	2.00

Referrals	
GP 1	0
GP 2	0
GP 3	1
GP 4	2
GP 5	
GP 6	
YTD	3
2013	0

Tardies	
GP 1	4
GP 2	9
GP 3	4
GP 4	21
GP 5	8
GP 6	
YTD	46
2013	4

Attendance Rate	
GP 1	95.65%
GP 2	50.00%
GP 3	79.31%
GP 4	100.00%
GP 5	94.64%
GP 6	
YTD	80.50%
2013	

Grades	Class	Teacher	GPS Grade	GPS Work Habits	GPS Citizenship
Period 1	SCIENCE 6	Cunningham, D	D	U	U
Period 2	MATH INT 6,	Turner, D	B	S	S
Advisory	ADVISORY	Moran, J	P	S	O
Period 3	LANG ARTS	VanBemmel, L	C	S	S
Period 4	MATH 6, SEM	Beardsley, L	C	N	S
Period 5	LANG ARTS 6	Gundlach, J	A	S	S
Period 6	LANG ARTS 6	Gundlach, J	C	S	S

Student data journals in Advisory

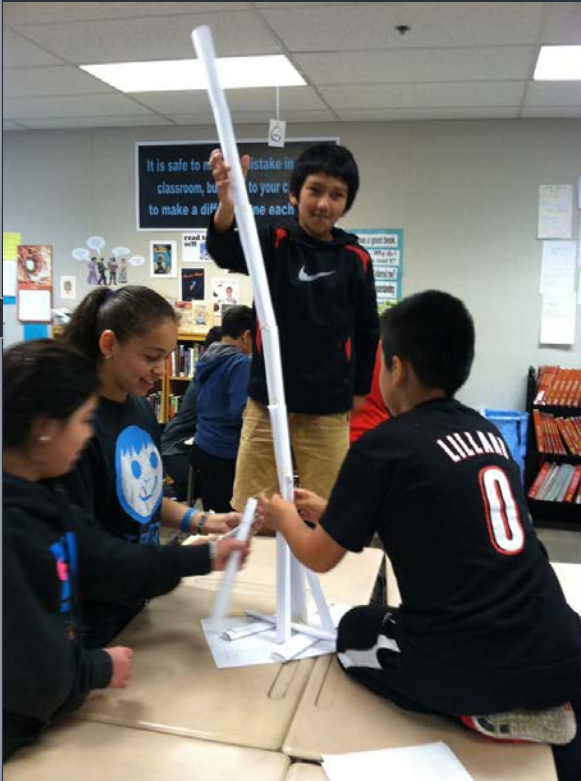


DATA DRIVES OUR SCHOOL!

What we love about Advisory at Stephens:

- Tighter school community
- Increased college and career readiness
- Students taking ownership of learning
- School-wide deployment of best-practice instructional techniques
- Real-time practice of professional development
- Common implementation of a vision

Implementation Tips



- Create a bottom-up movement
- Keep it easy for teachers
- Make it meaningful for students
- Maintain a vision
- Listen to student and staff input
- You can never be too organized!