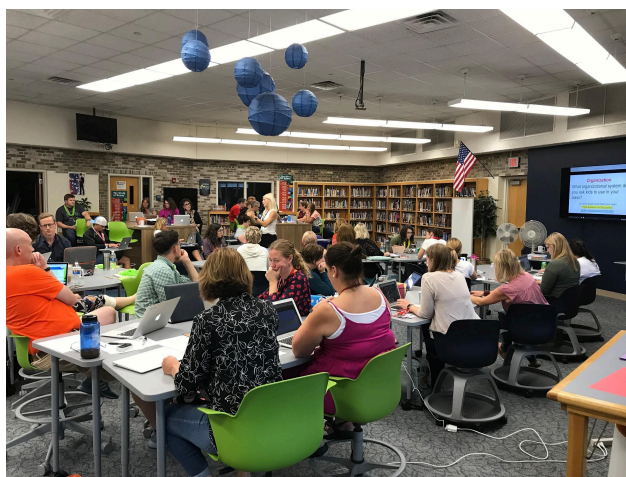


In this month's AVID/SPARCSS Newsletter you'll find information on Olson Middle's schoolwide organizational system, SPARCSS engineering program, and career/college readiness guest speakers; Olson Elementary students' goal-setting and SPARCSS survey results; Valley View Middle's Cornell notes refresher and Meet & Mingle activity; Kennedy High School's Wear Their Futures Wednesdays, AVID Senior rotation stations, and AVID Senior work in the Career and College Center; and using Disciplinary Literacy in content classes.

AVID Adventures & SPARCSS Stories

OMS Staff Sets Up Binders

An important element of both AVID and SPARCSS is developing an organizational system. OMS SPARCSS Core Team members Brenda Becker and Cindy Nelson led the staff in discovering the need for a more streamlined system and introduced the "zipper merge" idea for moving forward with a schoolwide binder system. Each staff member received their own binder, which will be similar to the binders students will set up, as well as tabs, goal-setting forms, planners, supplies pouch, and highlighters.



KHS Staff and Students Wear Their Futures Wednesdays

Every Wednesday, Kennedy High School staff wear any college, university, tech school, or career-related shirts/sweatshirts to help promote the options students have after graduation.



All Kennedy students are also encouraged to wear gear that shows off their post-secondary plans. AVID students are also able to enter a contest where they can earn prizes for having conversations with staff wearing different career-related gear.

HAVE PRIDE IN YOUR GOALS! WE ARE PROUD OF YOU!

WEAR YOUR FUTURE WEDNESDAYS

Whatever your future plans are, we want to celebrate YOU!

Rock your current or future success every Wednesday:

- ✓ College or trade school you love
- ✓ College or trade school you plan on attending
- ✓ Military Branches
- ✓ AVID Gear
- ✓ CNA Scrubs
- ✓ Current Job Uniform
- ✓ ANY gear that shows YOUR post-high school plans

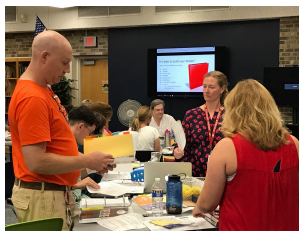
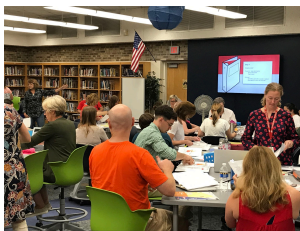
Name: _____ AVID Period: _____

Wear Your Future Wednesdays: Connect 4

Directions: Sign on the back of the Wednesday AVID members wearing career shirts. If you find someone who matches the image below, you can check against the image below. Write down the person's name in the space below to sign and date the day. You must get 4 in one drawing to bring on entered into the drawing. Turn in your completed CONNECT 4 card to be entered in the drawing.

College in the Twin Cities College/Career Gear	Technical/Trade School College/Career Gear	Career College/Career Gear	College outside of Minnesota College/Career Gear
Signature/Date:	Signature/Date:	Signature/Date:	Signature/Date:
College you are interested in attending College/Career Gear	A school you have not heard of before College/Career Gear	A teacher you have not met before wearing college/career gear College/Career Gear	Someone in the office who is wearing college/career gear College/Career Gear
Signature/Date:	Signature/Date:	Signature/Date:	Signature/Date:
A 2 year community college shirt College/Career Gear	Someone in the office who is wearing college/career gear College/Career Gear	A military shirt College/Career Gear	
Signature/Date:	Signature/Date:	Signature/Date:	Signature/Date:
Someone only in the office wearing college/career gear College/Career Gear	Someone one 2nd in line wearing college/career gear College/Career Gear	Someone one 3rd in line wearing college/career gear College/Career Gear	Someone one 4th in line wearing college/career gear College/Career Gear
Signature/Date:	Signature/Date:	Signature/Date:	Signature/Date:

OMS SPARCSS Students Learn about College/Career Readiness



OLE Students' Thoughts About the Upcoming School Year

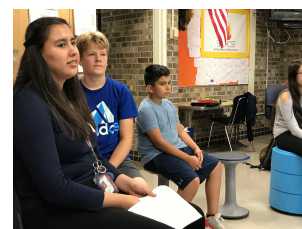
Students in 4th and 5th grades at Olson Elementary were recently asked questions about their experiences and expertise with the four pillars of SPARCSS: community, leadership, learning strategies, soft skills. Their responses will help to inform teachers' plans around SPARCSS implementation. The final portion of the survey asked students to consider the upcoming school year and share a goal. Goal-setting is a vital part of SPARCSS and students will eventually be creating SMART goals (short-, mid-, and long-range) throughout the school year. Current student goals included:

- "My goal is to have a stronger connection with every single person in my class by hanging out with every single one of them throughout the year."
- "My goal is to use all my time wisely and get ready for middle school."
- "A goal I have is keeping my desk organized."
- "I am trying to get better at reading in general, by the end of November."
- "My goal this year is to do a lot of time management."
- "Keep trying, never give up or be lazy."
- "To strongly get prepared for college."

KHS AVID Seniors' Rotation Stations

Kennedy AVID Seniors had an opportunity to

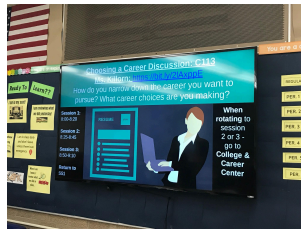
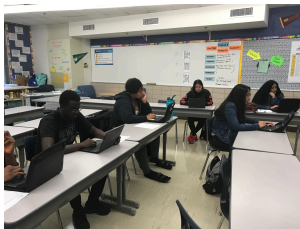
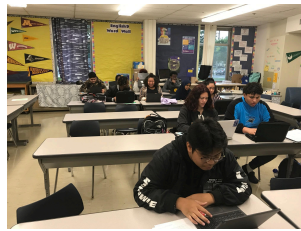
Olson Middle School SPARCSS Elective students were visited by two AVID seniors from Kennedy High School recently. Karen and Carla shared their experiences in the college/career readiness program they've been a part of in Bloomington for over 4 years. The seniors explained how important organizing time and materials, taking notes, studying, and participating in a class each year that supports their goals, aspirations, and rigorous coursework has been to their success. Both students are on track to graduate on time and attend the 4-year college/university of their choice, which, according to them, is a result of being in AVID.



KHS AVID Seniors in the CCC

Kristin Donnelly, a teacher in the Career and College Center at Kennedy High School, recently lead AVID Seniors through an activity that helped them understand the importance of selecting the right college. Students learned about a variety of colleges, and then were given different qualities and characteristics, including personal attributes, interests, and financial needs. They used these profiles to determine which college would be best

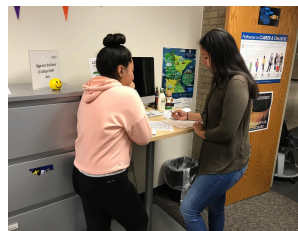
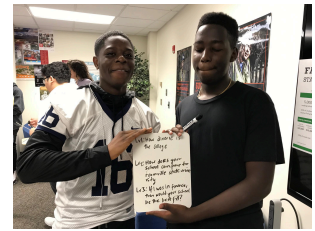
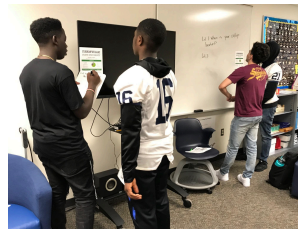
rotate through three college and career stations recently. The stations included college/university research, career discussions, and guided college quickwrites. Following the stations, students took a survey to share their feedback about the experience. One student stated, "I think today's activities helped me out a bit to prepare for the type of college I'm going to," while another said, "I really liked today and thought that it was a great way to start the college process."



VVMS AVID 8 Learns Strategic Note-Taking and Plays Mingle Bingo

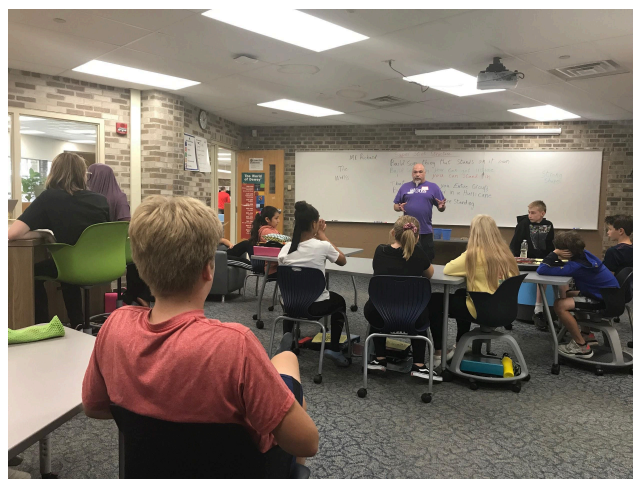
Students in AVID 8 have been reviewing the focused note-taking process to truly understand the purpose behind each component: taking notes, processing notes, connecting thinking, summarizing and reflecting on learning, and applying learning.

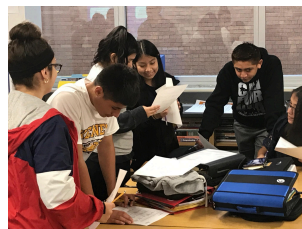
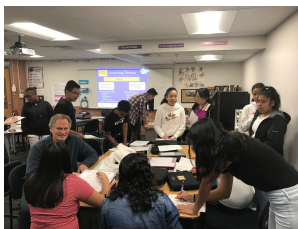
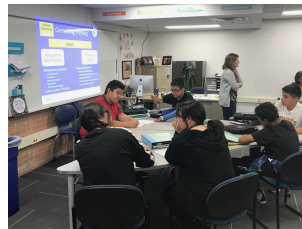
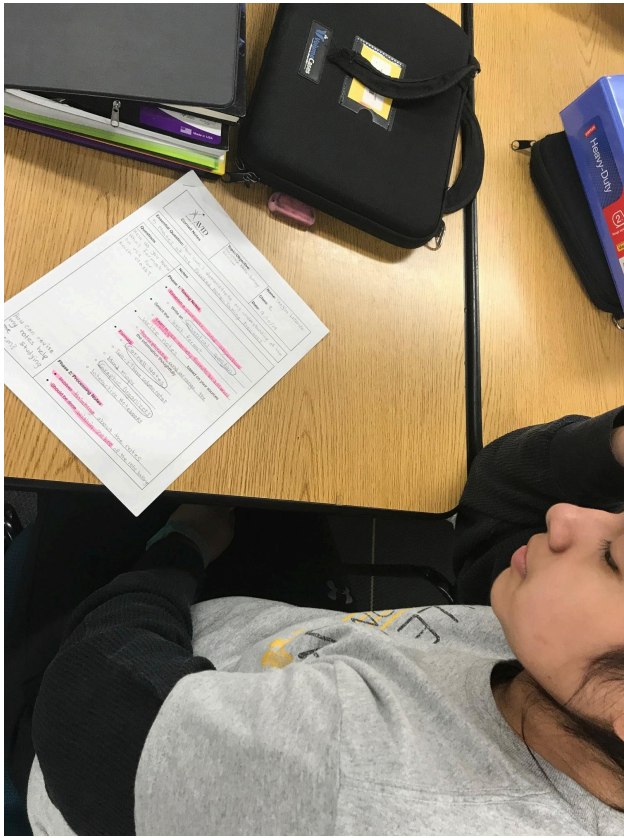
suited for them.



OMS SPARCSS Students Participate in Engineering Course Through the Works

Seventh grade SPARCSS Students at Olson Middle School have the unique opportunity to work with an engineer through The Works to think critically and creatively, identify and solve problems, and design and build their own house.





Building community is a very important aspect of AVID. One way to do this is to invite students to learn about one another through playing Mingle Bingo. During this game, students work to complete a bingo sheet by asking classmates, tutors, and teachers about themselves. When they identify a characteristic in someone that matches one on their bingo board, they get a signature from that person. This is an excellent way to get students up, moving around, and interacting with

others!	
AVID/SPARCSS Instructional Strategy of the Month	
<u>Disciplinary Literacy</u>	

Literacies Within the Disciplines

What are literacies within the disciplines? The following lists for each of the major content areas, while not comprehensive, can act as a starting point through which communities of teachers can begin to think in terms of disciplinary literacy.

	Read	Write	Think
Science	<p><i>When scientists read, they...</i></p> <ul style="list-style-type: none"> • Ask “Why?” more than “What?” • Interpret data, charts, and illustrations. • Seek to understand concepts and words. • Determine validity of sources and quality of evidence. • Pay attention to details. 	<p><i>When scientists write, they...</i></p> <ul style="list-style-type: none"> • Use precise vocabulary. • Compose in phrases, bullets, graphs, or sketches. • Use passive voice. • Favor exactness over craft or elaboration. • Communicate in a systematic form. 	<p><i>When scientists think, they...</i></p> <ul style="list-style-type: none"> • Tap into curiosity to create questions. • Rely on prior knowledge or research. • Consider new hypotheses or evidence. • Propose explanations. • Create solutions.
History	<p><i>When historians read, they...</i></p> <ul style="list-style-type: none"> • Interpret primary and secondary sources. • Identify bias. • Think sequentially. • Compare and contrast events, accounts, documents, and visuals. • Determine meaning of words within context. 	<p><i>When historians write, they...</i></p> <ul style="list-style-type: none"> • Create timelines with accompanying narratives. • Synthesize information/evidence from multiple sources. • Emphasize coherent organization of ideas. • Grapple with multiple ideas and large quantities of information. • Create essays based on argumentative principles. 	<p><i>When historians think, they...</i></p> <ul style="list-style-type: none"> • Create narratives. • Rely on valid primary and secondary sources to guide their thinking. • Compare and contrast or ponder causes and effects. • Consider big ideas or inquiries across long periods of time. • Recognize bias.
Math	<p><i>When mathematicians read, they...</i></p> <ul style="list-style-type: none"> • Use information to piece together a solution. • Look for patterns and relationships. • Decipher symbols and abstract ideas. • Ask questions. • Apply mathematical reasoning. 	<p><i>When mathematicians write, they...</i></p> <ul style="list-style-type: none"> • Explain, justify, describe, estimate, or analyze. • Favor calculations over words. • Use precise vocabulary. • Include reasons and examples. • Utilize real-world situations. 	<p><i>When mathematicians think, they...</i></p> <ul style="list-style-type: none"> • Consider patterns. • Utilize previous understandings. • Find connections. • Estimate, generalize, and find exceptions. • Employ mathematical principles.
English Language Arts	<p><i>When students of English read, they...</i></p> <ul style="list-style-type: none"> • Understand how figurative language works. • Find underlying messages that evolve as a theme. • Assume a skeptical stance. • Pay attention to new vocabulary or words used in new ways. • Summarize and synthesize. 	<p><i>When students of English write, they...</i></p> <ul style="list-style-type: none"> • Engage in a process that includes drafting, revising, and editing. • Use mentor texts to aid their writing craft. • Pay attention to organization, details, elaboration, and voice. • Rely on the feedback of others. • Avoid formulaic writing. 	<p><i>When students of English think, they...</i></p> <ul style="list-style-type: none"> • Reflect on multiple texts. • Ask questions of the author. • Consider research or others’ ideas. • Discuss ideas and themes. • Argue both sides of a point.

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