



# AVID NEWSLETTER

Advancement Via Individual Determination



*"Luck is predictable; the harder you work, the luckier you get."*

*-Brian Tracy*

## AVID'S PURPOSE



AVID empowers our district community to ensure students see success within themselves and graduate prepared for their career and college endeavors!

An amazing team met last month to embark on the strategic planning process to determine strengths, areas for growth, and goals for our district.

We reviewed AVID's **OPERATIONAL TENETS** to evaluate our strengths and areas for growth while focusing on the purpose of AVID in our district. Stay tuned for HCS D3's finalized strategic plan and goals to take us from good to GREAT!

## GOAL PROGRESS

### GOAL 2

To increase organization methods in instructional systems, students in all classrooms will learn and implement organizational skills through the positive use of their planners, binders, and color-coded folders.

### PROGRESS

**Elementary:** 2<sup>nd</sup> - 5<sup>th</sup> grade are implementing planners successfully with an average of 95%-100% student participation per classroom. K-1<sup>st</sup> are developing planners to implement soon. An average of 97% of elementary students utilize color-coded folders daily!

**Secondary:** Planners are implemented and utilized throughout the middle and high school and graded according to common rubrics. On average, more than 80% of students are earning 80% or higher on planner and notes grades per school!

## TVCC OPPORTUNITIES

**AVID's mission is to close opportunity gaps so all students can succeed and be prepared.**

Darcy Patterson fully supports this mission, is working to break down real and perceptual barriers to student success, and providing information about the variety of opportunities students have access to that are aligned to their interests and skills through TVCC Outreach Center.

[Click here for more information!](#)

Darcy Patterson joined Treasure Valley Community College (TVCC) as the Harney County Engagement coordinator after a 24-year career with the Oregon Department of Human Services. She relished her time supporting her beloved Harney County and wanted to get back to her roots, promoting college and career readiness. With a passion for supporting people and positive connections, Darcy brings decades of community interactions that will help grow TVCC and bring resources, opportunities, and experiences to rural, frontier Harney County, with an emphasis on reducing barriers. When she isn't working, she is spending time with her family camping, riding her bike, "Poppy", and spoiling her two grandbabies.

Darcy can be reached at: [dpatterson@tvcc.cc](mailto:dpatterson@tvcc.cc)

TREASURE VALLEY  
COMMUNITY COLLEGE



IN PARTNERSHIP.

Becca Birch  
AVID District Director

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# AVID IN

# ACTION!

As an AVID district, it is our responsibility to:

1. Identify and share the strategies being used (SEE IT)
2. Communicate how the strategies demonstrate WICOR (NAME IT)
3. Implement and refine strategies with intentionality while communicating purpose to students (DO IT)!



## CCI Elementary

## Evidence of AVID

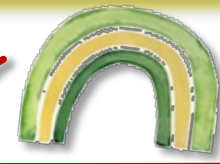
The **CCI** (Coaching and Certification Instrument) is a tool to help Slater, Hines, and Burns collect evidence, gauge our AVID progress and set goals for continual improvement. Click on the CCI text or photo above for your site to understand each indicator.



## CCI Secondary



# AVID @ Slater



**Mission:** Empower all students through high expectations to embrace learning and achieve personal success.

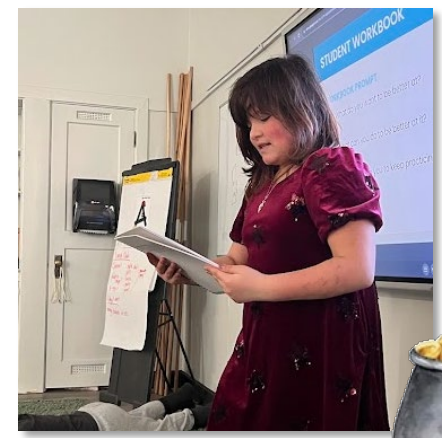
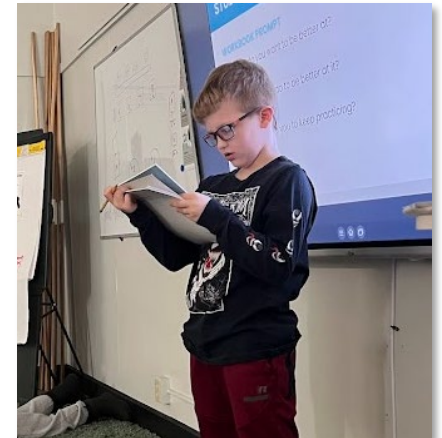
**Vision:** Embraced – Educated - Empowered



Each morning, students in Mrs. Davis's kindergarten class use structured prompts to greet one another and engage in intentional conversations that build confidence, teamwork, and respect. These fun morning greetings help students transition into the school day, setting a positive and welcoming tone for learning while building relational capacity! (CCI 1.8 & 11: Structures for Collaboration)



Mrs. Fenton's 3rd graders presented about what they are working to get better at and how they will accomplish their goal during their SEL time with Ms. Henshaw. (CCI 1.12: WICOR Strategies)

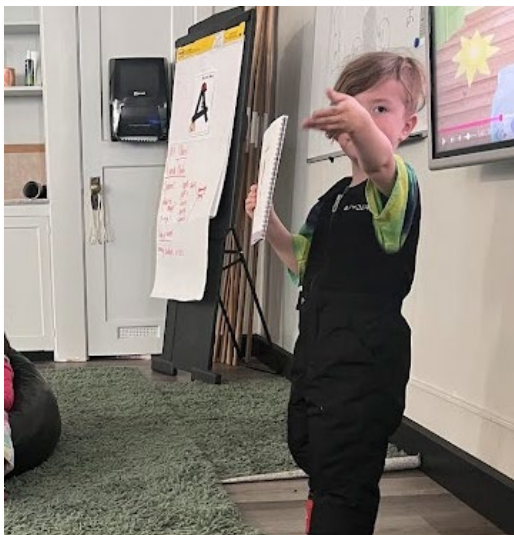
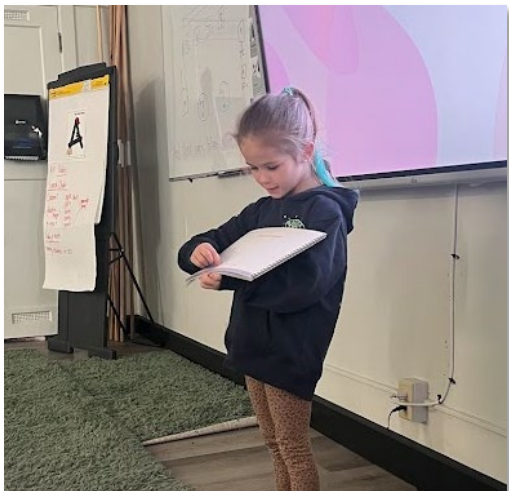






Mrs. Crawford's 1st grade class worked on a writing prompt about fish facts. The students were able to brainstorm ideas and facts with an elbow partner and then worked together to write 3 complete sentences. These 1<sup>st</sup> graders complete a new writing prompt every day and have many opportunities to strengthen their writing skills and ability to share their thinking. (CCI 1.1 & 8: *Learning Through Writing & Structures for Collaboration*)

During SEL with Ms. Henshaw, Mrs. Davis's kindergartners presented about their families and what makes them special while enhancing their speaking skills in front of a group. (CCI 1.12: *WICOR Strategies*)



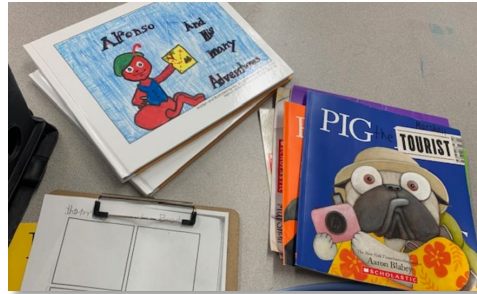
Kindergarten students in a Walk to Read group with Mrs. Knox sorted picture cards by identifying the 'a' or 'b' sound. Nice job, Julio and Eliseo! (CCI 1.8: *Structures for Collaboration*)



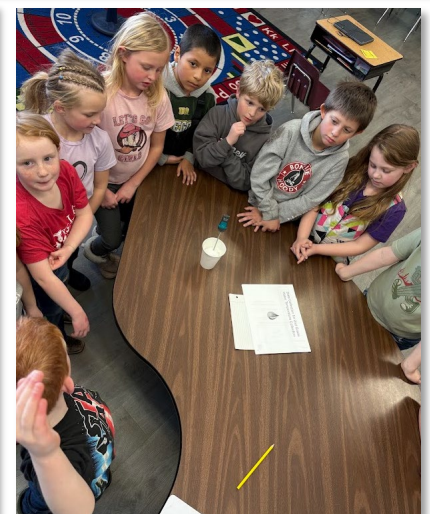
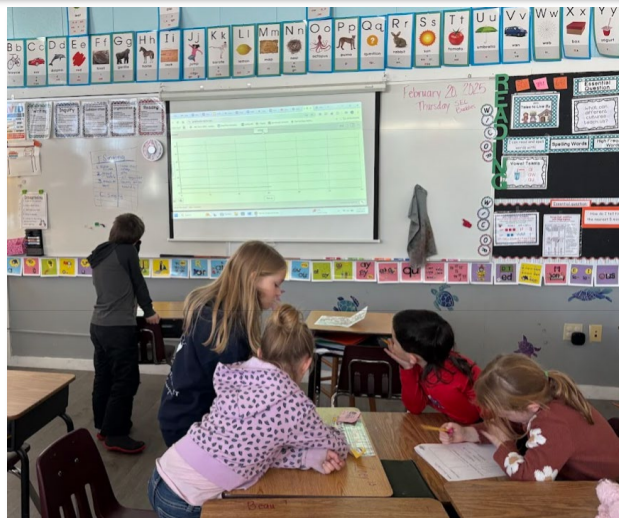
Thank you so much to our principal, Mrs. Lardy, for taking the time to read to Mrs. Davis's kindergarten class! The students absolutely loved having her join them, and her visit made reading even more exciting for them. Her kindness and support mean so much, and we truly appreciate all she does to foster a culture of learning at our school. (CCI 1.11 *Critical Reading Process*)



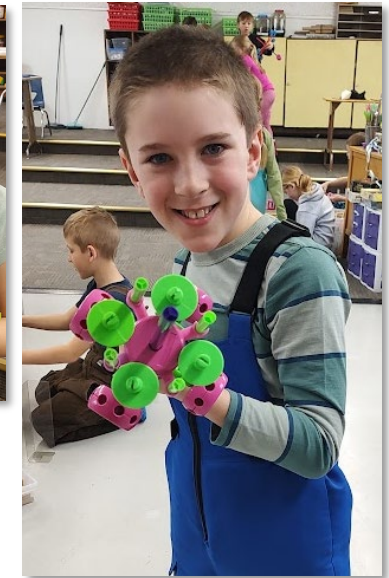
Students in Mrs. Marshall's kindergarten class and Mr. Weible's 4<sup>th</sup> grade buddy class have been working together to create an animal story inspired by the Pig the Pug series. The students are using this series to help them understand and incorporate the essential elements of a story, including characters, setting, problem, and solution. They are also learning how stories have a beginning, middle, and end. This is the second year the students have completed this project, with their stories being published in a book by the company, Student Treasures. Everyone has a great opportunity to practice writing, inquiry, collaboration, organization, and reading through this project! (CCI 1.8 & 12: Structures for Collaboration & WICOR Strategies)



Students in Mrs. Burns' 2<sup>nd</sup> grade class worked together to complete the Eastern Oregon Regional Educators Network (REN) science challenge. They measured the temperatures of air, water, and soil with the temperature probes sent by REN. Then they recorded their findings. (CCI 1.4 & 5: Higher-Level Thinking & Structures for Inquiry)







In STEM with Mrs. Withee, students engaged in a fun Engineering Unit! Students learned the basics of engineering design using a variety of materials and methods to create many things like a laser bolt, flower creations, a lighted tower from blocks, a magnetic spiny ball, and cubes and pyramids from toothpicks and marshmallows.  
*(CCI 1.4: Higher-Level Thinking)*



In SEL with Ms. Henshaw, Ms. Huckins 5th graders practiced collaboration by putting together teams with members who each had very specific limitations.  
*(CCI 1.8: Structures for Collaboration)*



1<sup>st</sup> graders in Mr. Oliver's class always enjoy their regular opportunities to read and share the love of books with their classmates! *(CCI 1.11: Critical Reading Process)*







**3<sup>rd</sup> graders in Mrs. Davis's class are Top Readers!!**

**Back Row (L-R): Christopher Miller, Iasha McLean, Owen Hatley, Zoey Shafer, Abigail Mosier, Syllas Glerup, Jaxon Williams**

**Middle Row (L-R): Isabella Bruno, Pearl Metzger, Maisee Allen, Aubriella Foster, Suzanna Now-Tetzlaff, Deegan Palmer**

**Front Row (L-R): Grace Chappell, Aiden Bustamante, Ike Torrence**

**Not Pictured: Colton Armstrong  
(CCI 1.11 Critical Reading Process)**

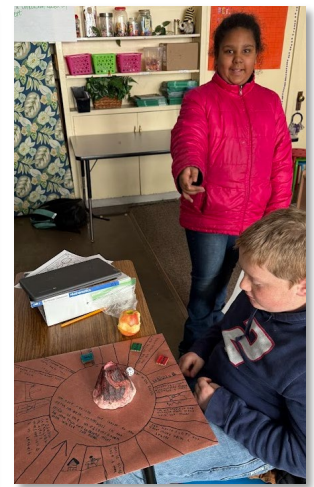
**4<sup>th</sup> grade students played a triple round of "I Have...Who has..." with Mrs. Williams in a small group. They practiced reading 'magic E' words, diagraphs and consonant blends. (CCI 1.4: Higher-Level Thinking)**



**5<sup>th</sup> grade students in Ms. Howes's class worked hard to research an animal of their choice and create a slide show presentation. On top of a slide show presentation, students were tasked on making a mosaic using torn paper. They turned out great! (CCI 1.12: WICOR Strategies)**



5<sup>th</sup> grade students from Ms. Huckins' class enjoyed playing the games they created as part of their January adventure book report project. (CCI 1.2: Writing Process)



3rd Grade Agenda		Name: _____	
Day	Monday	Tuesday	Wednesday
Math	2-25 = 25	2-25 = 25	2-25 = 25
Writing	Graphs	Graphs	Graphs
Reading	Informational text	Informational text	Informational text
Math	Math Facts 10 mins	Math Facts 10 mins	Math Facts 10 mins
Reading	Reading Signatures Monday	Reading Signatures Tuesday	Reading Signatures Wednesday
Math	Math Facts 10 mins	Math Facts 10 mins	Math Facts 10 mins
Reading	Reading Signatures Friday	Reading at Home Saturday	Reading at Home Sunday
Rate Your Self Behavior for the Week:			
1 2 3 4			

3<sup>rd</sup> graders in Mrs. Fenton's and Mrs. Davis's classes track their assignments and learning using a planner page. They complete it as a class each morning and afternoon. (CCI 1:10: AVID Organizational Tools)



Mrs. Fenton's 3<sup>rd</sup> grade Walk to Read group created one-pagers to compare fractured fairy tales to the original tales. An AVID one-pager is where students creatively summarize their learning from a text or lesson by incorporating visuals, key quotes, personal reflections, and graphic representations on a single sheet of paper, essentially creating a visual and interactive way to demonstrate their understanding of the material. (CCI 1:10 & 15: AVID Organizational Skills & WICOR Strategies)







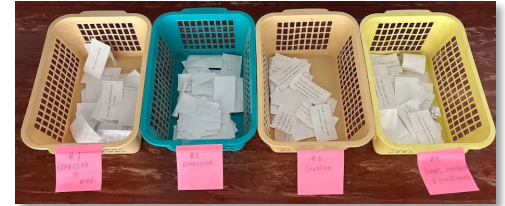
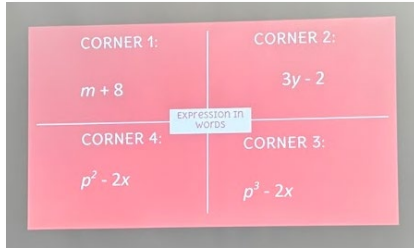


# AVID @ HMS

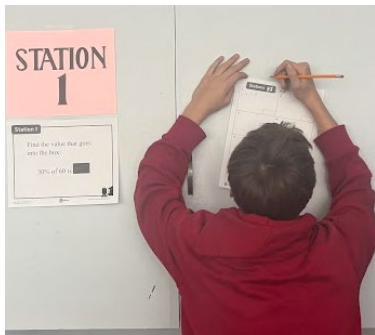


**MISSION:** TO PROVIDE STAFF AND STUDENTS WITH A SAFE, RESPECTFUL, RESPONSIBLE, AND PROFESSIONAL ENVIRONMENT TO LEARN AND GROW.

**VISION:** TO PRODUCE STUDENTS WHO ARE EMOTIONALLY, SOCIALLY, AND ACADEMICALLY PREPARED FOR HIGH SCHOOL.



Students in Ms. Howes' 6th grade math class play a variation game of Four Corners, where they draw a sheet of paper out of a bin and go to the corner with the correct answer displayed on the projector screen. Students did this for four rounds to challenge them in inquiring about the different aspects of understanding math (vocabulary, situations, words to symbols, etc.). This time they worked on algebraic expressions, including being able to describe an expression in words, translate a word expression to an equation, interpret a real-life situation and identify a matching equation, and write expressions that are described with terms, constants, and coefficients only. Students with the same card could work collaboratively. Here is Cael and JJ standing in corner 1 with their correct answers! (CCI 1.4 & 8: Higher-Level Thinking & Structures for Collaboration)



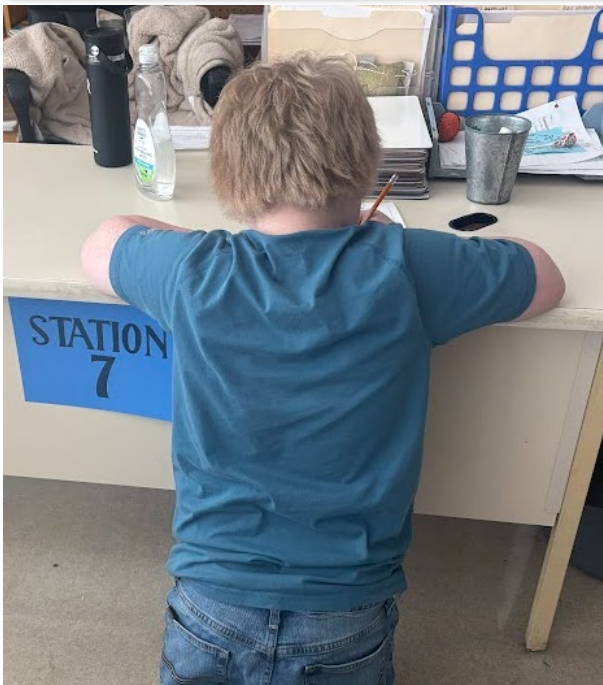
Leadership students recently put on a Mingo fundraiser during Advisory. Huge shout out to Ms. Schatz for organizing this event! (CCI 1:10: Leadership Skills)







Students competed in a Stations Game in Ms. Howes' math class where students navigated through 8 stations with increasing levels of difficulty to build skills in solving percent equations. Students with the most stations correct at the end of the activity were the winners, allowing students to be rewarded for quality work and problem solving over speed. Here is Jaycen working on Station 1, Ely at station 7, and Penelope's completed documentation. (CCI 1:4 & 8: Higher-Level Thinking & Structures for Collaboration)



**STATION 2**

Station 2

Find the value that goes into the box.

20% of  is 6.

Stations #1

Name: Penelope

1.  $0.80\% \cdot x = 35$   
 $0.008 \cdot x = 35$   
 $x = \frac{35}{0.008}$   
 $x = 4375$

2.  $20\% \cdot x = \text{part}$   
 $0.2 \cdot x = \text{part}$   
 $x = \frac{\text{part}}{0.2}$   
 $x = 5 \cdot \text{part}$

3.  $80$   
 $20$   
 $100$

4.  $0.25\% \cdot x = 12$   
 $0.0025 \cdot x = 12$   
 $x = \frac{12}{0.0025}$   
 $x = 4800$

5.  $55\% \cdot x = 400$   
 $0.55 \cdot x = 400$   
 $x = \frac{400}{0.55}$   
 $x \approx 727.27$

6.  $20\% \cdot 24 = ?$   
 $0.20 \cdot 24 = 4.80$

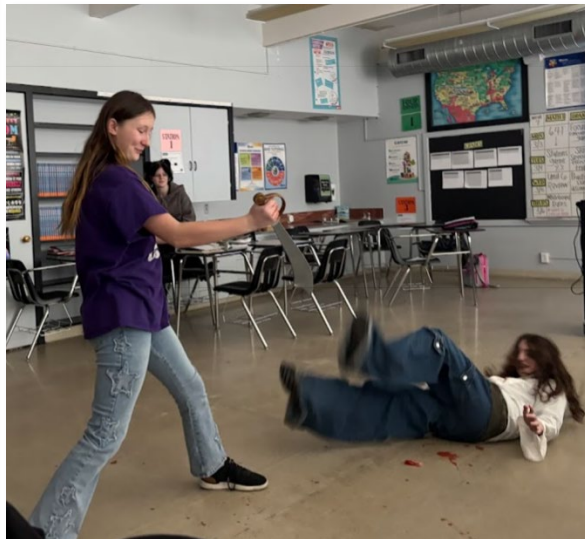
7.  $30\% \text{ of } 60 \text{ is } ?$   
 $0.30 \cdot 60 = 18$

8.  $0.8\% \cdot x = 72$   
 $0.008 \cdot x = 72$   
 $x = \frac{72}{0.008}$   
 $x = 9000$

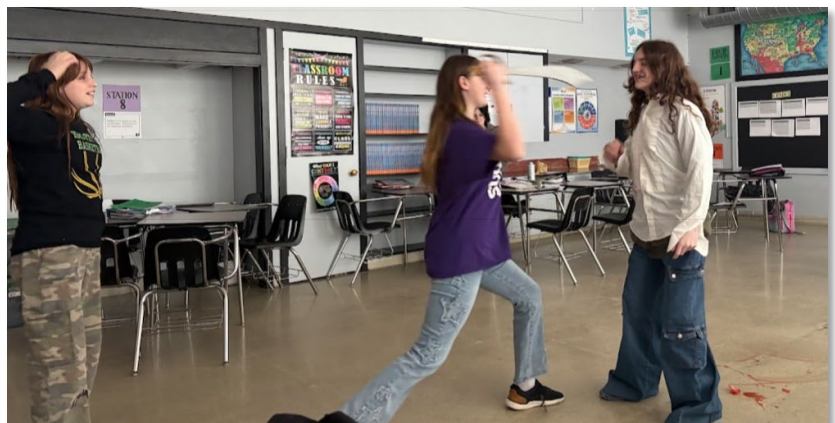
Students in Ms. Howes' Drama class explored special effects in the art of theatre, practicing using props and stage illusions such as fake blood to create convincing performative scenes for their skits. Students applied collaboration and inquiry skills into this aspect of the well-rounded set of skills that actors are required to have to be successful. Below are the soap and food coloring mixture going into the bag which Aubrey will squeeze to pop at the right moment.



Here the non-toxic, washable ingredients for the "blood" mixture and Aubrey holding the mixture of dish soap and food coloring getting ready to duel with EllieAnn.



Here is Aubrey and EllieAnn dueling with swords.



Here is Aubrey losing the duel to EllieAnn and "dying" as her "blood" sprays the floor. Great acting, girls! (CCI 1:8: Structures for Collaboration)



What is the name of the 3 colors that make the entire color wheel?  
*What are those colors?*

What does watercolor do best?

Students in Art with Mrs. Andersson were learning to work with watercolor paints. They were making little boxes of each color in their paint palette. They arranged the color to be darker on one side and lighter on the other to show value (one of the Elements of Art). They had a watercolor paper for the green paint palette and the blue paint palette. They were also comparing which palette had the best colors and worked the best for them. Students then wrote about which one of the palettes they liked the best. (CCI

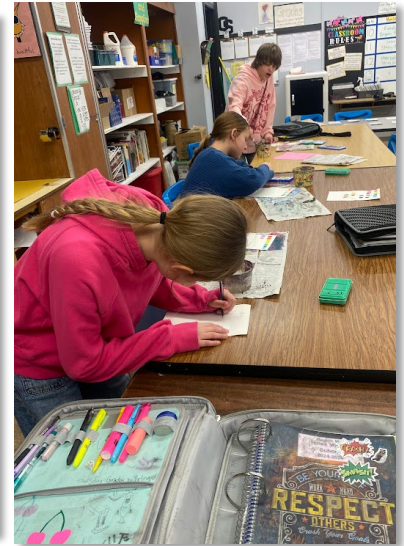


1:1: Learning Through Writing)

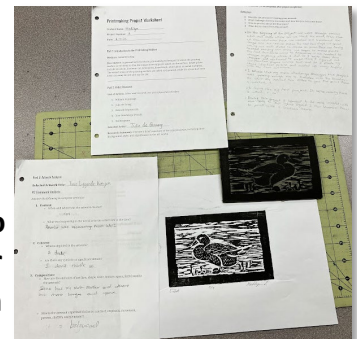
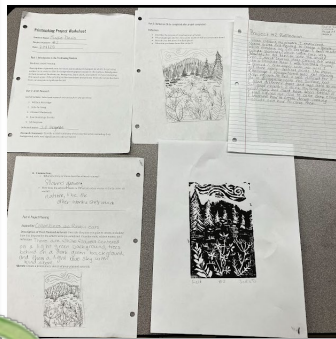
Hayden  
 Green  
 I ♥ this one  
 More!



Art 8th per.  
 Compare both kinds of watercolor palettes  
 Watercolor Intro  
 1. Make 1 inch square of each color in your palettes. Dark on 1 side, light on the other  
 2. Mix Primary for a square and secondary  
 3. Mix opposites on c.w. \*They make brown  
 4. Mix other combos of color Label what you've mixed



Students learned about relief printmaking with Mr. Tiernan. They began their projects by researching and analyzing the work of an artist of their choice. They selected one of the artists' work and used the "4 Cs" framework to better understand the piece. Students then developed their own work based on/ inspired by their selected artist. They sketched out their work before transferring and carving it into a linoleum block. Next they made 3 identical prints from their block. Finally, they wrote a reflection of their experience with the project and what new learning they gained. (CCI 1.1 & 15: Learning Through Writing & WICOR Strategies)

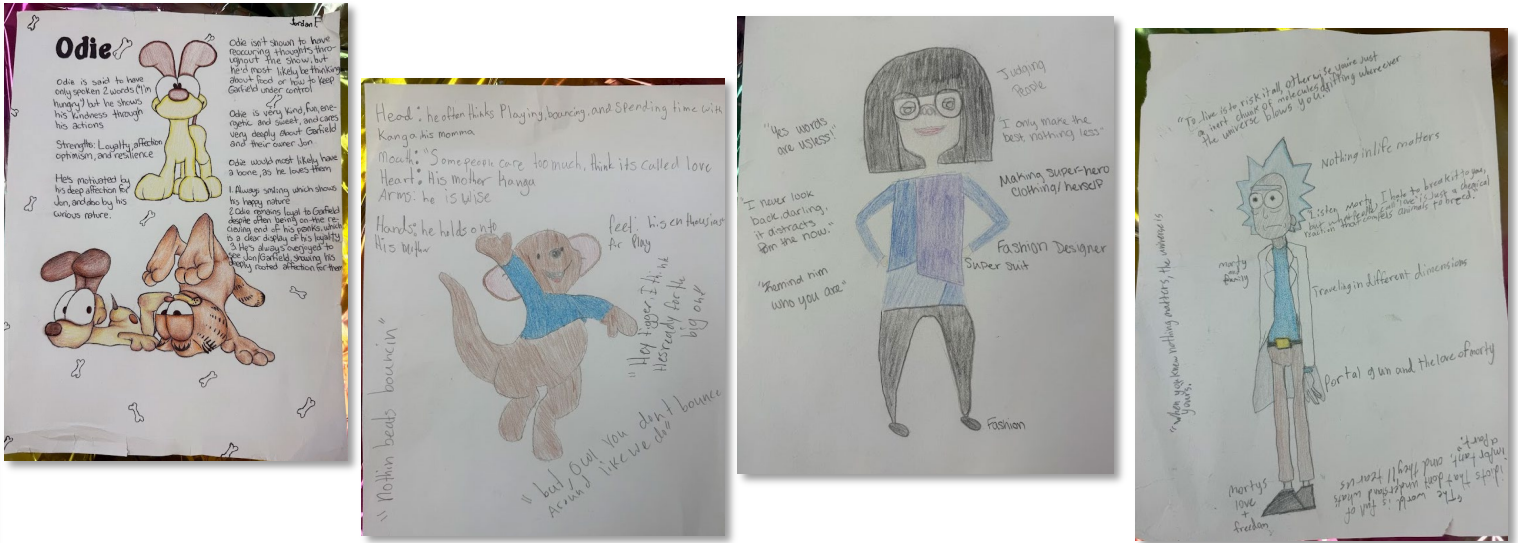


Mrs. Recanzone's 8<sup>th</sup> grade AVID Elective class attended an arraignment hearing followed by a Q and A with Judge Raschio about the judicial system and related careers! (CCI 4.3: Community Activities)



**Mission:** Prepare contributing members of society while honoring Harney County's traditions and diverse cultures.

**Vision:** Maximize student potential through caring employees, effective programs, inclusive community involvement, and updated facilities.

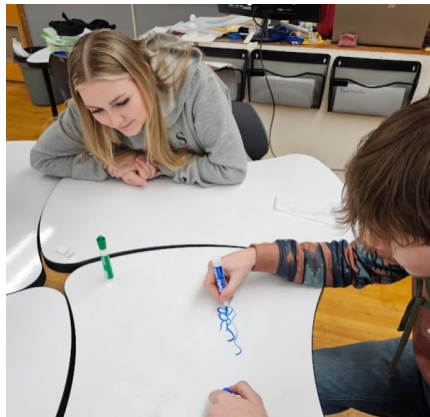


Students in Personal Wellness with Mrs. Young completed the body biography project where they picked a fictional character that they related to and completed the following description of them:  
**By the head:** What are they thinking? What's on their mind?  
**By the mouth:** What is something they have said that is meaningful?  
**By the heart:** What are their values? What/who is in their heart?  
**By the arms:** What are their strengths?  
**By the hands:** What would they hold? A literal object, and perhaps a figurative idea of something they hold close to themselves.  
**By the feet:** What keeps them moving? What is their motivation?  
**Around their body:** Three direct quotes from the story that show their character's traits or motivation. During this project students drew, researched, wrote, and presented about their character. This project is connected to their Empathy Module. *(CCI 1.1 & 15: Learning Through Writing & WICOR Strategies)*



Students in Ms. Danchok's class practiced their communication skills through drawing in an activity called "Caveman Communication." Teams collaborated to figure out what was being drawn by their partners.

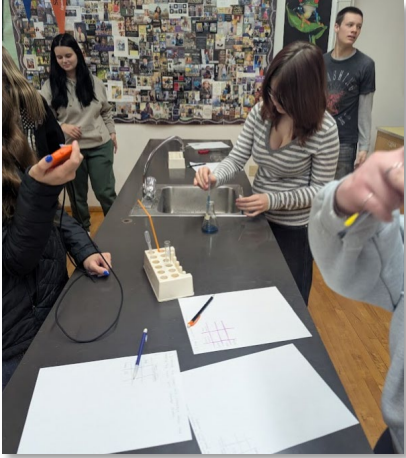
Freshmen in her Health A class were doing a Socratic Seminar on parental permission in social media usage called "You're the Parent." *(CCI 1.15: WICOR Strategies)*



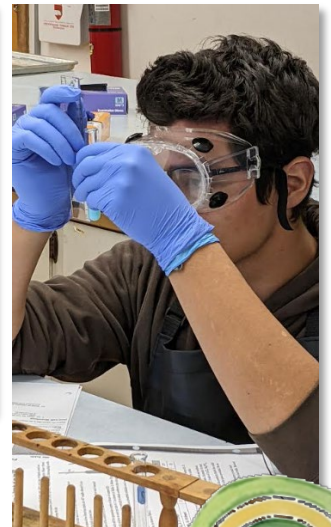


Mrs. Smith's students participated in a cellular respiration lab sophomore biology after they discussed and took notes on the steps of cellular respiration including the reactants and products in each step of cellular respiration. For the lab, students started by making written predictions about the rate of carbon dioxide output when at rest and after exercising. Then working in partner groups they collected data on how quickly the carbon dioxide indicator turned color (indicating presence of CO<sub>2</sub> in their lungs) when they were at rest and then again after 2 minutes of jumping jacks. Once the data was collected they graphed the data, wrote a conclusion and answered questions related to cellular respiration.

*(CCI 1.4 & 8: Higher-Level Thinking & Structures for Collaboration)*

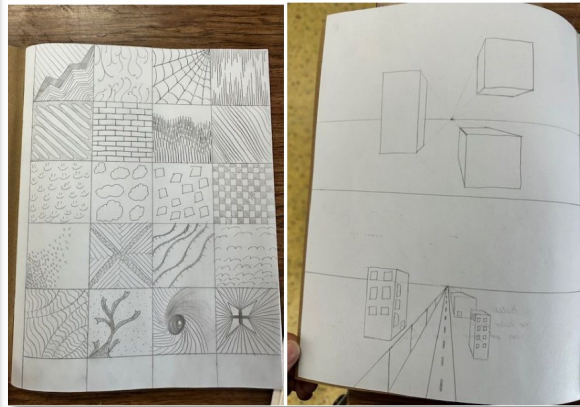


Students in Mrs. Bailey's Chemistry class conducted an experiment to determine the empirical formula of an unknown ionic compound. Two solutions containing equal concentrations of two reactant ions were combined in a series of reactions. In each reaction, the total volume of the two solutions was held constant while the volume ratio of the reactants was varied. The amount of precipitate obtained in each reaction was measured and plotted against the volume ratio to find the empirical formula. *(CCI 1.5: Structures for Inquiry)*





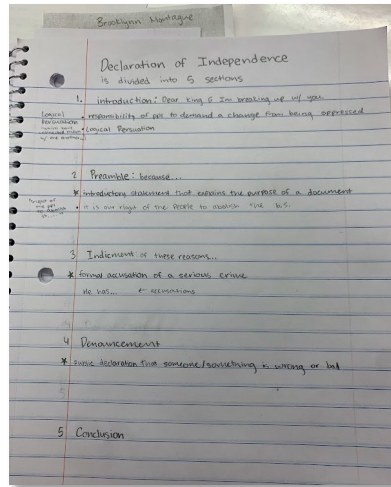
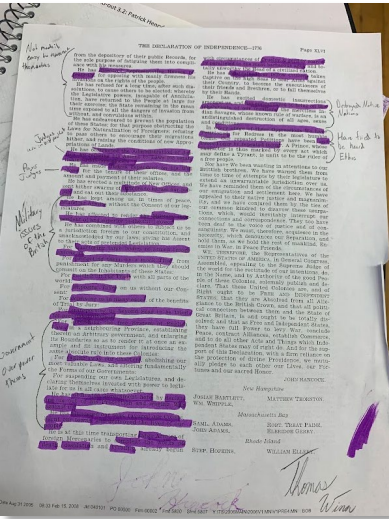
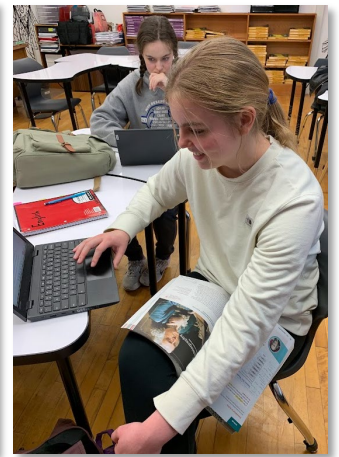
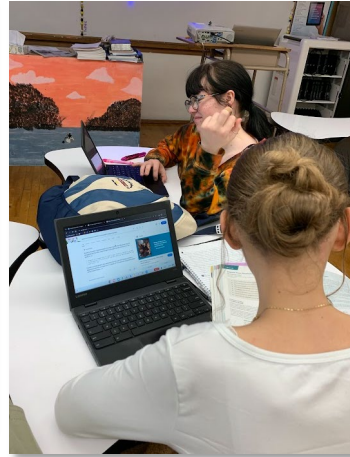
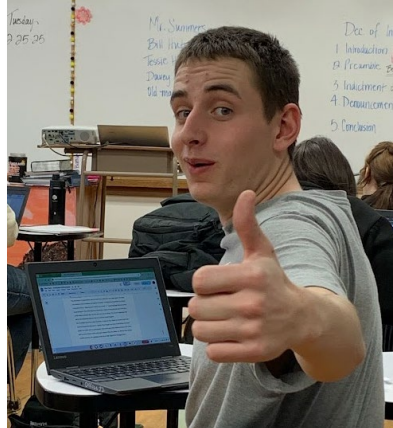
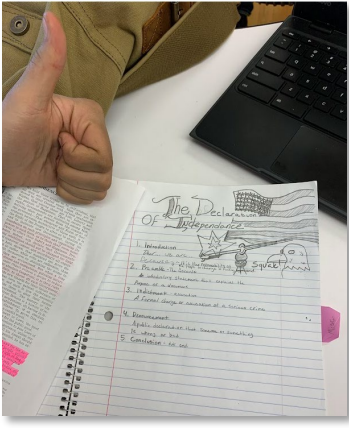
Students in Mr. Young's U.S. Government class participated in a 'Trashketball' review game. Students were placed into teams, used their focused notes from the unit, and collaborated with one another to come up with answers to review questions. Players got to shoot from different distances for various points after their team answers a question correctly. The winning team earned extra credit on the test! (CCI 1.8 & 15: Structures for Collaboration & WICOR Strategies)



For every art project in Ms. Kokesh's class, students go through a planning stage, making stage and reflection stage. Throughout the semester, students get into this routine and by their final projects that they construct themselves, they are comfortable with the process. In the planning stage, students partake in skill building activities or research. They call on the skills learned to plan out their project. The first thing they do is identify the key skills learned and record it in big bold letters on the top of a page in their sketchbooks. They then research new ideas and complete at least 3 quick sketches of project possibilities. While sketching they think about and record different materials they may need to ask for in order to complete their project. Once they have a rough idea, they record one paragraph stating their goals and intentions. After that, they construct a timeline that helps keep them organized and working diligently towards the due date. While making their project, students have their plans on hand and refer to them often if they are stuck. Students are given the creative freedom to change plans as they seem fit. Once their projects are completed, they enter the reflection stage. Students write a paragraph about their artwork that states what they made, how they made it, the meaning and goals behind their work and things they may have struggled with or would change if given the opportunity to recreate it. Once reflecting on their own projects, they buddy up and give feedback to another student about their artwork. They record in their sketchbook something they like about the other students' work, infer by asking a question about their work and finishing it off by giving a constructive critique suggestion. After recording it in their sketchbooks, they discuss. Before turning in their project, they self-evaluate using the given rubric on the back of their planning sheets. (CCI 1.15: WICOR Strategies)



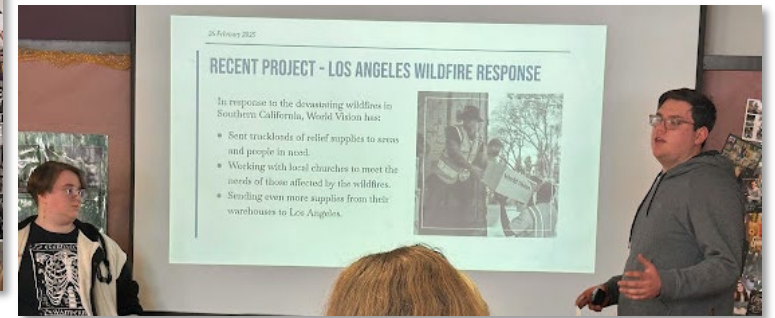
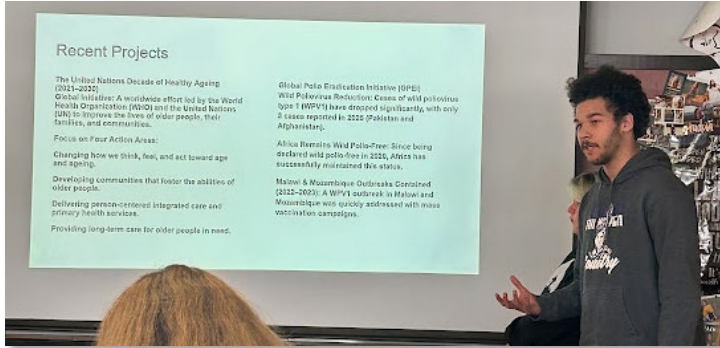
11th grade students in Mrs. Banks's English class worked on completing an annotated bibliography. This included reading three historical documents: The Autobiography of Benjamin Franklin, The Speech to the Virginia Convention and The Declaration of Independence. Once these documents were read, students compiled information into a summary for each reading. They also had to complete a defending paragraph where they proved that each document contained powers of persuasion; ethos, pathos and logos. (CCI 1.1, 6, 14: Learning Through Writing, Access Digital Information & Critical Reading Process)



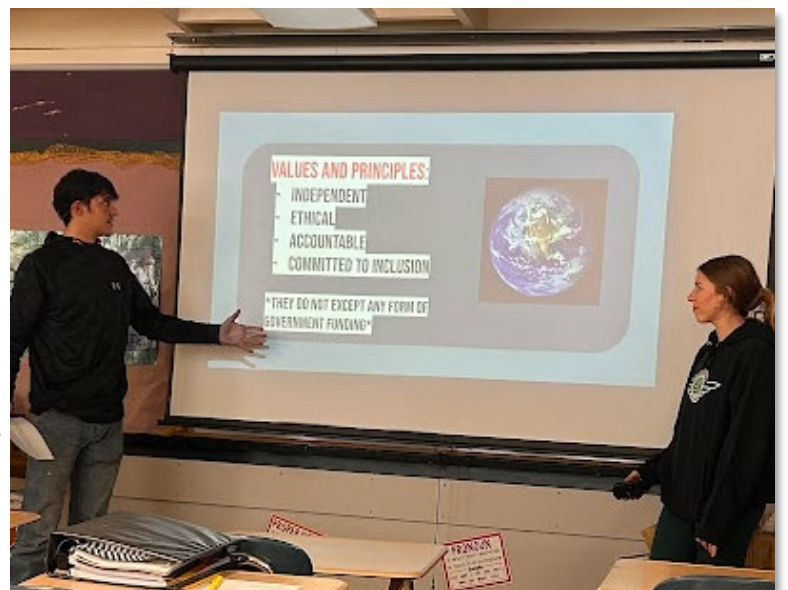
In Outdoor Wellness with Ms. Danchok, students were learning the importance of inquiry, collaboration and organization skills while performing teamwork activities. These skills were especially useful during the "Blindfold Square" and "Trust Fall" activities. (CCI 1.8: Structures for Collaboration)







After reading excerpts from "A Journal of the Plague Year" and "Inferno: A Doctor's Ebola Story," English 12 students in Ms. Toney's class engaged in a group research project requiring them to gather and present information about an aid organization. From reading the excerpts, students were faced with the troubling realities of an epidemic. In the reading about the bubonic plague, students learned how that society struggled with the lack of resources to contain the disease, manage humane burials, and inform the public. In the reading about Ebola, students learned how an aid organization was put in place to manage the crisis effectively. The goal of this project was for students to learn about aid organizations' efforts in providing resources and support during crisis like mentioned in the reading about Ebola. They knew from the reading about the bubonic plague that without aid organizations, society slips into inhumane chaos. So to further their understanding of the importance of aid organizations, students were to research about an aid organization and present their findings to the class. Students were required to at least research the aid organization's mission statement, values and principles, and recent projects. They were evaluated on the quality of their slides as well as their presentation's delivery, content, and enthusiasm. (CCI 1.2, 4, 6: Writing Process, Higher-Level Thinking & Access Digital Information)





# PARENT TEACHER CONNECTION NIGHT

## LEARNING MEETS CELEBRATION!

A CHANCE TO CONNECT WITH TEACHERS, EXPLORE YOUR STUDENT'S PROGRESS, AND DIVE INTO OUR VIBRANT SCHOOL COMMUNITY.



## FUN ACTIVITIES

- ENJOY INTERACTIVE SESSIONS, GAMES, AND ENGAGEMENT WITH YOUR STUDENT'S TEACHERS.
- COME AND FIND OUT WHAT OUR STUDENTS ARE LEARNING AND OBSERVE SOME OF THEIR WORK.
- DISCOVER WHAT AVID IS DOING IN OUR CLASSROOMS.



**MARCH 13, 2025 | 5:00PM-7:00PM**  
AT BURNS HIGH SCHOOL

# DISTRICT WIDE AVID FAMILY NIGHT!

**Date: May 8th**

**Time: Evening – TBD**

Let's gather as a whole district family and celebrate all we have accomplished this year and recognize the hard work of Slater, HMS and BHS students!

*Come learn more about how AVID is transforming classrooms, establishing great relationships, and preparing students for success!*

**MORE INFORMATION TO COME!**

# AVID WEDNESDAYS!

**WHO:** All staff & students! ...families are welcome to join us, too!

**WHAT:** Wear any college, university, military, local business or corporation, or AVID shirt, sweatshirt, vest, color combination, etc.

**WHEN:** Every Wednesday!

**WHY:** To unite as a district in support of AVID's mission to prepare students and support careers & colleges!



**HIGH EXPECTATIONS + EQUAL OPPORTUNITIES = AVID**