



AVID NEWSLETTER

Advancement Via Individual Determination

November 2024

"Gratitude is the best attitude."

Thank you

teachers, staff & families,
for inspiring, guiding, and supporting the children of our district every day. The love and dedication each one of you puts into the work you do is appreciated and does not go unnoticed!

WHY AVID?

Students remember:

- 10% of what they READ
- 20% of what they HEAR
- 30% of what they SEE
- 50% of what they SEE, HEAR and SAY
- 70% of what they DISCUSS
- 80% of what they DO
- 90% of what they SAY and DO



AVID Strategies!

WHAT IS AVID?

"AVID is a class to learn more about you and it will help you study better and will help turn your grades from B's to A's. Your sociability will increase so you will be able to talk in front of crowds without stumbling and it will make your notes more organized and look better. It will also help you have better chances of getting a job which will better your life skills and will make it so you do not stress for tests and are prepared to take it. It will also give you more stuff to put on your resume which gives you community service hours. Overall, AVID is an amazing class to keep you organized."

-Braeden Cushing 11th Grade AVID Elective student

PROFESSIONAL DEVELOPMENT!

FRIDAY, DEC. 6TH



Elementary Teachers:

10:00-12:00 @ Slater staff room

Middle & High School Teachers:

7:30-9:30 @ HMS



Please bring your laptop and notetaking supplies!

HOW HAS AVID IMPACTED YOU?

"AVID has helped me a lot in my academic success such as acquiring note-taking skills, how to organize and public speaking. In AVID, I've made a lot of new friendships and learned to explore out of my comfort zone. This class has taught me how to succeed in my academic career and plan for my future out of high school."

-Shaylynn Gruber 11th Grade AVID Elective student

LEARNING OPPORTUNITIES

- AVID Elective Teacher Workshop - Beaverton
- AVID 101 – 11/19 or 11/20
- Showcases



AVID.org
My AVID (for educators)

(541) 573 - 7201

beccabirch@hcsd3.org

IN PARTNERSHIP,
Becca Birch
AVID District Director

Mrs. Davis's 3rd grade class conducted meaningful interviews to get to know each other in SEL with Ms. Henshaw. Students used writing, inquiry, and collaboration as they conducted their interviews and thought of meaningful questions to ask each other. (CCI Indicator 1.1: Learning Through Writing)



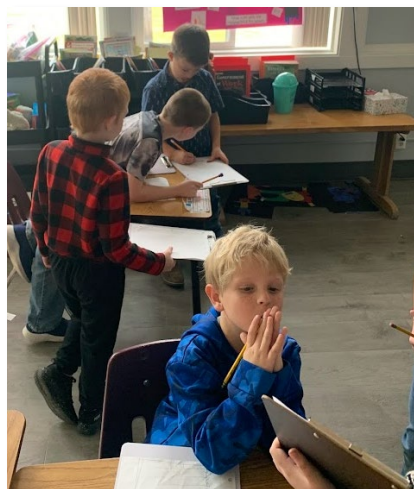
Mrs. Burns's class posed with their "Future selves" as they prepared for AVID night! (CCI Indicator 4.3: Community Activities)



The students have been playing playground games the last couple weeks in PE with Mr. Martinez. This game is a giant foursquare game called 44. The students are working cooperatively and strategizing in order to be successful! AVID is so much more than academics! (CCI Indicator 1.12: WICOR Strategies)



After watching Mystery Science on how scarecrows were invented, students in Mrs. Burns's class worked on creating their own scarecrow! (CCI Indicator 1.12: WICOR Strategies)



Students in Mrs. Burns' class wrote their own survey question, asked classmates, tallied their results, put their results into a bar graph and shared with the class their final results. (CCI Indicator 1.1: Learning Through Writing)



Students in Mrs. Marshall Kindergarten class are learning how to peer read to one another. They are using the "R" in WICOR which is 'reading to learn.' (CCI Indicator 1.12: WICOR Strategies)

STEM students in Mrs. Withee's class have learned that ice melts from heat and friction. For this lesson, they learned that friction and chemicals will melt ice even faster. Salt and sugar were the best chemicals to speed ice melting. Working cooperatively, listening, engaging in inquiry, and predicting were all skills these students used! (CCI Indicator 1.12: WICOR Strategies)



Students in Mrs. Marshall's Kindergarten class work on their home reading boxes. This is a great example of the school-to-home connection for the "O" (organization) in WICOR. Students will have a special place at home for all the decodable books they bring home throughout the year. (CCI Indicator 1.10: AVID Organizational Tools)



Miss Weil's class graphed and answered questions about their M&M's during math! Then they were rewarded for their hard work by getting to eat the M&M's! (CCI Indicator 1.12: WICOR Strategies)



Mrs. Withee's STEM students have been studying water, density and surface tension. Working cooperatively, students had to build a tinfoil boat and float 20 pennies on it for 2 minutes. Most were successful, but all definitely enjoyed the creativity and working together! (CCI Indicator 1.5: Structures for Inquiry)



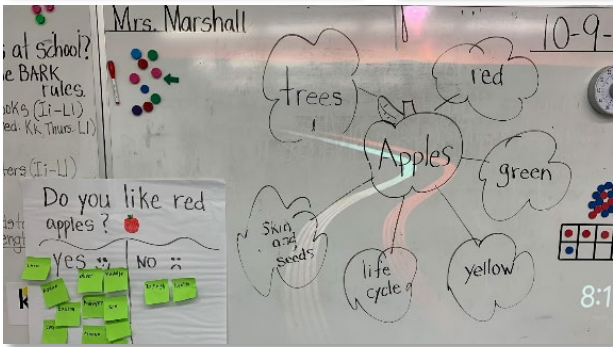
Mrs. Davis's Kindergarten September Top Readers! As kindergarten students begin exploring books and learning to describe basic elements like characters and settings, they are reinforcing and supporting these skills at home as we log minutes shared with family reading time. (CCI Indicator 1.11: Critical Reading Process)



Students in Mrs. Marshall's class were using math vocabulary to describe what they notice and wonder about a math picture. They were also using positional words to indicate where the objects are located. This was a great example of inquiry and collaboration! (CCI Indicator 1.12: WICOR Strategies)



Students in Mrs. Marshall's kindergarten class worked on a graphic organizer to learn more about apples and begin to learn the process of recording and organizing information! (CCI Indicator 1.10: AVID Organizational Tools)



We are pleased to recognize Ms. Ellibee's outstanding readers for the month of October. These students have demonstrated exceptional dedication and enthusiasm for reading, contributing significantly to our classroom's literary culture. (CCI Indicator 1.11: Critical Reading Process)



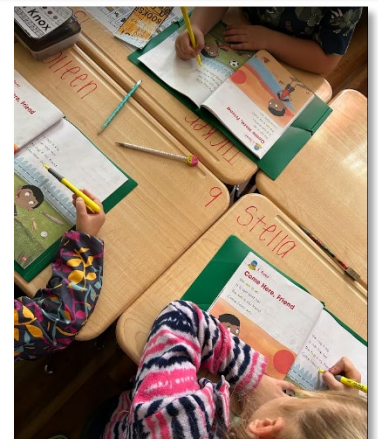
Kindergarten students are rocking it on the climbing wall in PE with Mr. Martinez! Students are focusing on safety, including how to make safe decisions and demonstrating those decisions through safe movement actions. In addition, students are working cooperatively and collaboratively to promote and apply safe and healthy learning behaviors! (CCI Indicator 1.8: Structures for Collaboration)



Mr. Weible has designed a WICOR tracker in his class to see how many times in the day the students engage in writing, inquiry, collaboration, organization, and reading. Students move a clip along the fraction line each time they recognize a WICOR element in a lesson! What a fun way to incorporate tracking engaging learning strategies and math at the same time! (CCI Indicator 1.12: WICOR Strategies)



Mrs. Crawford's 1st grade class worked on annotating a story. The 1st graders read the story aloud and used their highlighters to highlight the weekly phonics sound of short u. (CCI Indicator 1.11: Critical Reading Process)





Second graders were scootin' into success in P.E. with Mr. Martinez! In P.E., students were focusing on safe decision-making and demonstrating skills in a real-life scenario of driving. Students needed to work collaboratively with partners and other student-drivers on the road in order to prevent rollovers, collisions, and accidents. Way to go! (CCI Indicator 1.8: Structures for Collaboration)

Miss Weil's class watched a Mystery Science to learn more about why skeletons have so many bones. Then they made a skeleton hand with see-through bones! (CCI Indicator 1.12: WICOR Strategies)



Ms. Huckins's 5th graders were learning how to do multi-digit multiplication by playing a very engaging game! Students collaborated to think critically and solve the problems. (CCI Indicator 1.8: Structures for Collaboration)



In Mrs. Wilke's 2nd grade class, students engaged in a hands-on activity to explore data and create their own graphs. The students were tasked with organizing different types of fruit snacks, and gathering information about the quantities of each type. After collecting their data, the students then created their own graphs to visually represent the information. Once they had completed their individual graphs, the students walked around the classroom, comparing their graphs with those of their peers. They examined how the graphs were similar or different, fostering discussions and insights about the data they had collected. (CCI Indicator 1.12: WICOR Strategies)



Mrs. Marshall and Mr. Weible's class doing Kinder Buddies. The kindergarteners read their little books with guidance from their fourth grade mentor and then they read books together! (CCI Indicator 1.8: Structures for Collaboration)



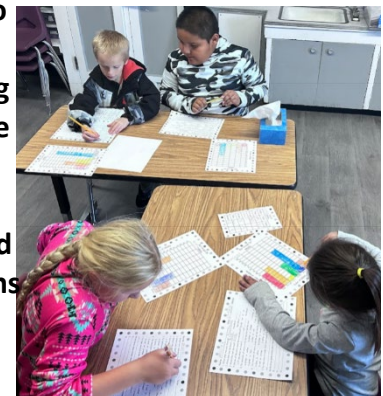
In Ms. Ellibee's kindergarten class, students engaged in activities designed to enhance their fine motor skills and name recognition by creating spooky skeletons in preparation for their Halloween celebration! (CCI Indicator 1.12: WICOR Strategies)



Mrs. Crawford's 1st grade class posed for a picture to write a thank you note to SELCO BANK for the cute piggy banks! The students talked about using them to save money for the future: college, trade school, and/or military, etc. (They even talked about saving for on a down payment of a house!) (CCI Indicator 4.6: College Talk)

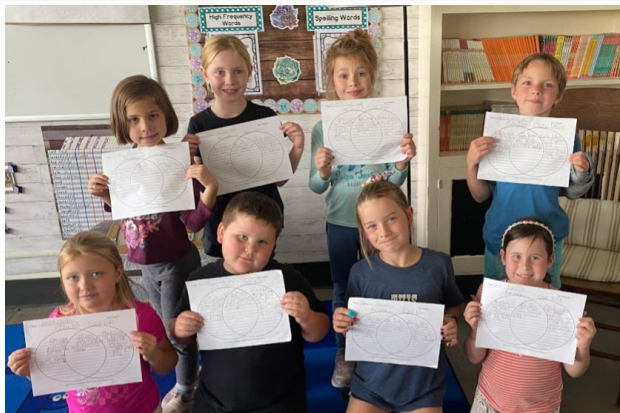
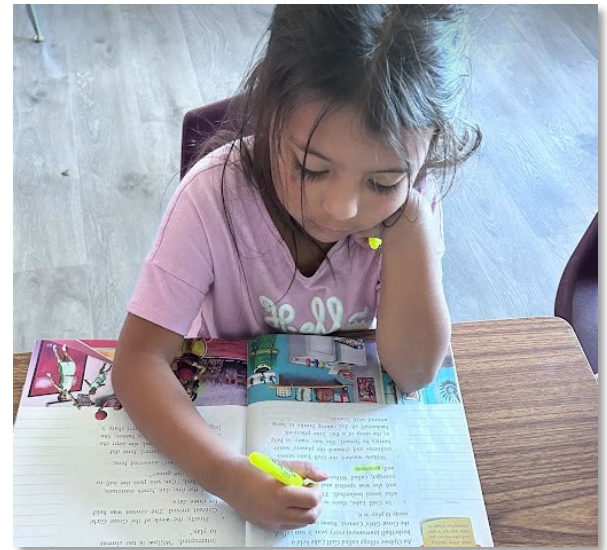


In Mrs. Wilke's class, second graders did a fun math activity with M&M's! They began by sorting the candies by color and recording the amounts using tally marks. Next, they transformed their tally data into bar graphs, promoting organization and clarity in data representation. Working collaboratively in pairs, students utilized inquiry skills to fill out a worksheet, discussing their findings and understanding that everyone's graphs would be unique. Finally, they took a classroom walk to compare graphs, analyzing similarities and differences while asking questions like, "Who had the most blue M&M's?" (CCI Indicator 1.12: WICOR Strategies)

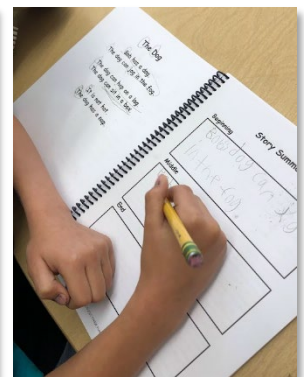
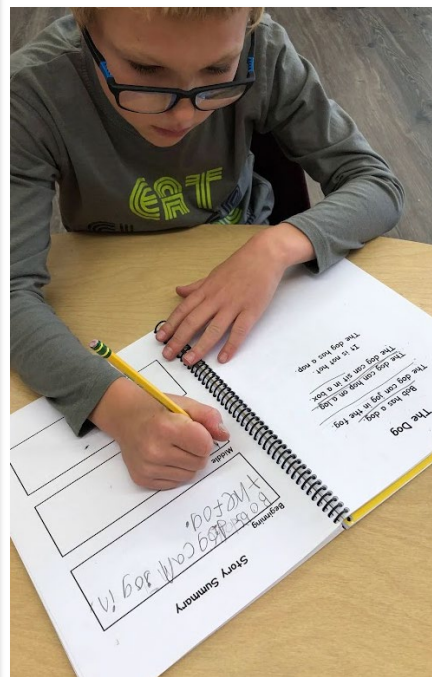


In Mrs. Wilke's 2nd grade class, students worked on annotating words they were unfamiliar with. After identifying these unknown words, students engaged in a partner discussion to share the words they struggled to comprehend and collaboratively determined their meanings.

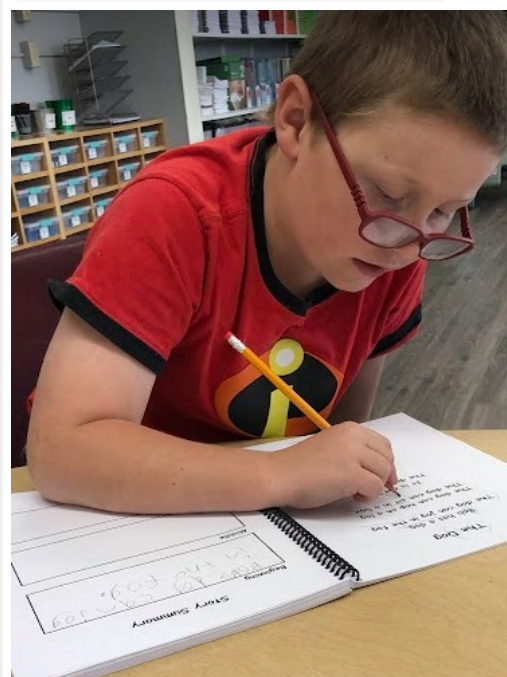
This activity aimed to strengthen students' vocabulary development through active engagement and peer-to-peer learning. By having students work together to decipher unfamiliar words, they were able to build their understanding of new terminology and enhance their overall language proficiency. (CCI Indicator 1:11: Critical Reading Process)



Students in Ms. Weil's second grade class created Venn diagrams comparing two different versions of Cinderella. This was a great way for students to develop their critical thinking skills and writing regarding a class piece of literature! (CCI Indicator 1.1: Learning Through Writing)



The students in an intervention group with Mrs. Knox worked on annotating a story by underlining and circling to help them write a summary. This is a wonderful example of writing, inquiry, organization, and reading! (CCI Indicator 1:12: WICOR Strategies)



After reading about our government, the second graders took a quick trip to see Judge Raschio and the courthouse. They also got to see part of the process for counting our votes! Thank you to everyone who helped make this a great learning opportunity! (CCI Indicator 4.3: Community Activities)



AVID @ HMS



AVID Elective students worked collaboratively to promote conference night at the middle school! These students were helpful, friendly, excited, and proud of themselves. It ended up being a great night for collaboration between parents, teachers, and students to celebrate progress and discuss plans for the year! (CCI Indicator 4:3: Community Activities)



In Ms. Howes's Horticulture class, students visited the greenhouse at the high school to plant seeds.



Some students planted kale (...and it was only fitting to have Cael in the group planting kale!) and some planted radish seed tapes together focusing on collaboration and implementing WICOR strategies.



All the hard work has paid off as the greens have germinated!

(CCI Indicator 1.15: WICOR Strategies)

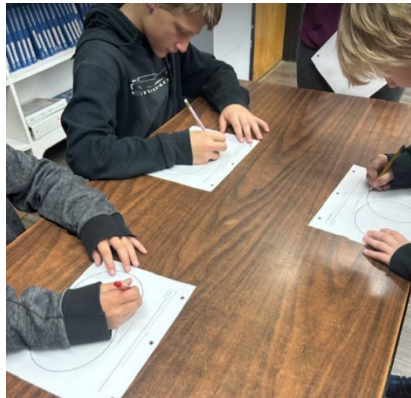
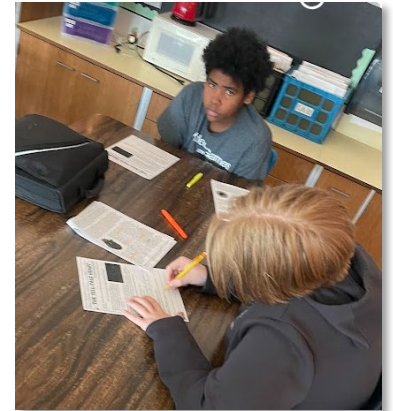
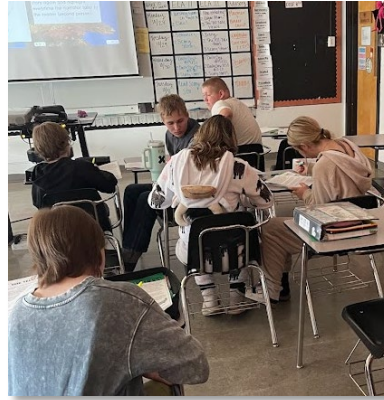


Students in Ms. Bull's class made some groovy shorts! This project took a lot of pre-planning, problem-solving, and perseverance! (CCI Indicator 1.11: Organizational Methods (Goal-Setting))

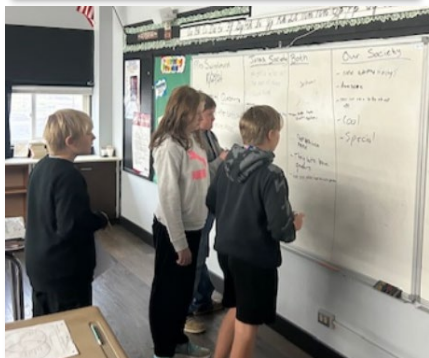




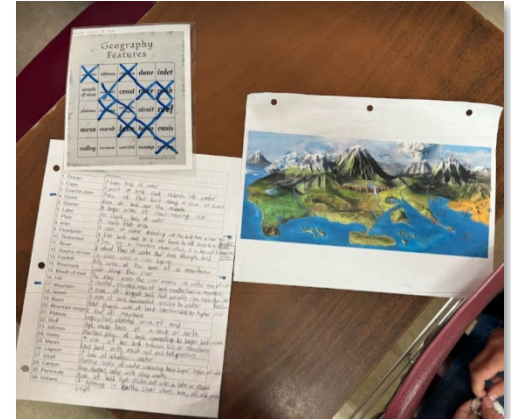
Ms. Hughes's 8th grade ELA students began a unit about *The Tell Tale Heart*! Students focused on answering the essential question "Why do we sometimes like to feel frightened?" and the daily question, "What is an unstable narrator?" Students collaborated to reread the text again and discuss a series of questions to help them understand the meaning, symbolism, and key points. Students then wrote a summary of what they heard. This is the beginning of a great unit that incorporates multiple opportunities for students to engage in writing, inquiry, collaboration, organization, and reading! (CCI Indicator 1.15: WICOR Strategies)



Students were reading "The Giver", by Lois Lowry in Mrs. Swindlehurst's ELA class. They used a Venn diagram in their groups to compare the society that Jonas lives in to their own society. They then wrote the similarities and differences on the whiteboard. Students discussed their answers as a class. (CCI Indicator 1.4 & 15: Higher-Level thinking & WICOR Strategies)

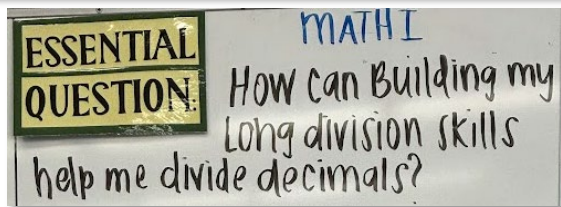


7th graders in Ms. Doty's social studies class wrote down, from the teacher's notes, 46 definitions for different surface features. Then they numbered them on a map that showed each feature. Students played bingo, with the teacher reading the definition and the students matching it to the words on their bingo card. (CCI Indicator 112: WICOR Strategies)





8th grade students in Mrs. Sorenson's science class have been focusing on the essential question, "Why are dark skies worth preserving?" Students worked collaboratively in groups to explore one of the following questions, "What is light pollution? How are energy and light pollution related? How does light pollution affect health? How does light pollution affect wildlife? Do more lights mean a place is safer? Why is dark sky tourism?" Students then presented their specific information to the class while students in the audience recorded answers to each group's question as they listened to the presentations. Students used this information to prepare for writing their personal claim as to why dark skies are worth preserving. (CCI Indicator 1.4 & 12: Higher-Level Thinking & WICOR Strategies)



Ms. Howes's 6th grade math classes played a division game that applies collaboration, inquiry, and writing called "Climb the Ladder." Students worked in groups to answer three division questions. If they were the first to finish, they received an "Expert" tent for that level (pink, orange, and red). Experts were required to help other groups who have not yet mastered their level yet. This was a fun lesson teaching students the value in helping one another through collaboration while engaging in the math content! (CCI Indicator 1.8 & 10: Structures for Collaboration & Leadership Skills)

Mrs. Recanzone's 8th Grade AVID Elective students created a social contract as a team to commit to the most important attributes that ensure the best teamwork. The words they chose for their social contract were trust, engaging, adaptable, mindful, welcoming, optimistic, respect, and kindness! (CCI Indicator 1.8 & 10: Structures for Collaboration & Leadership Skills)



Leadership students in Mrs. Recanzone's class worked hard to put on the Halloween dance last month! It was a lot of work to ensure that the dance was well-organized and planned. Everyone sure had a great time!

(CCI Indicator 1.10: Leadership Skills)



Scribble Art

1. Choose a Style
 - Large Space Curvy (add linework/color)
 - Small Curvy Scribble (add linework-color opt.)

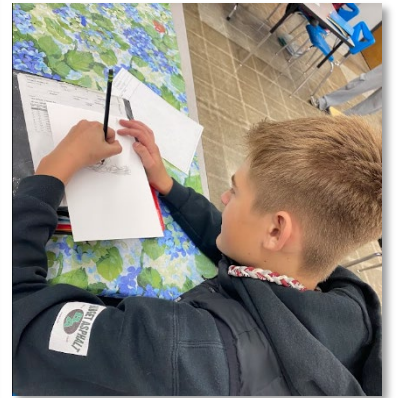
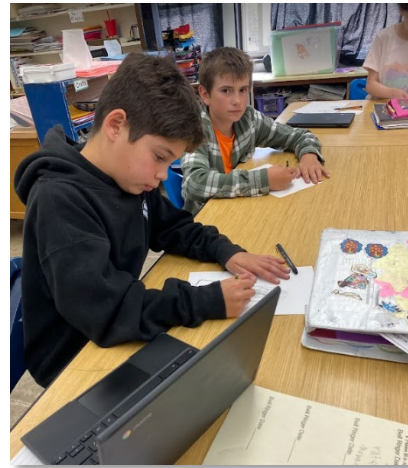
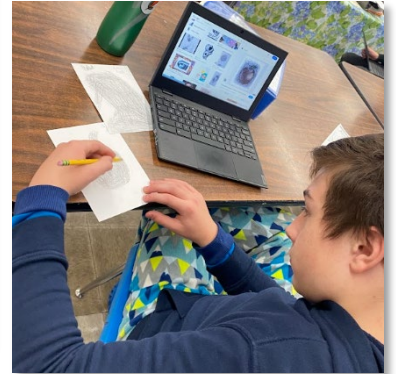
*Make 1

OR
2. Choose subjects

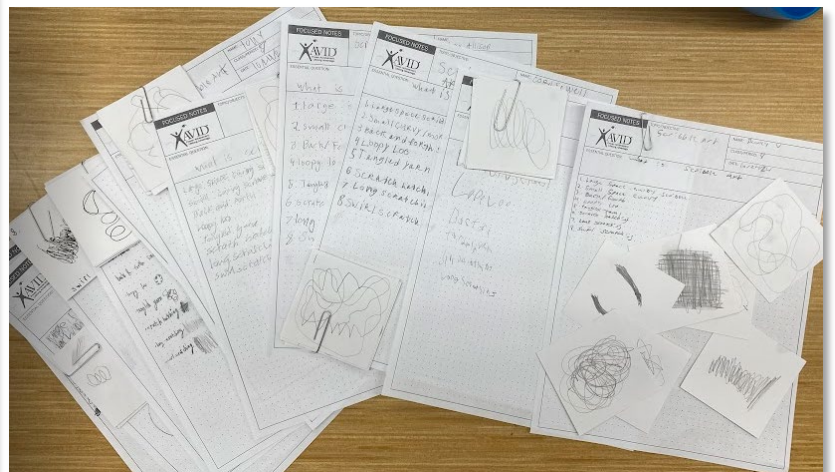
Draw with...

 - Back/Forth
 - Loopy Loo
 - Tangled Yarn
 - Scratch Hatching
 - Long Scratching
 - Swirl Scratching
 - Long Tangles

*Make 1 Large or 3 small

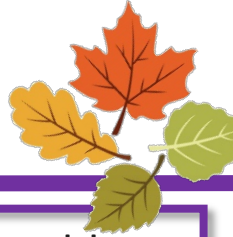


Students in Mrs. Andersson's class began a unit on Scribble Art! To learn about it, students took focused notes about the 7 different types of scribbling, then began the assignment where they had to reflect on their notes to develop an art piece with a style and subject of their choice. *(CCI Indicator 1.3: Focused Note-taking)*





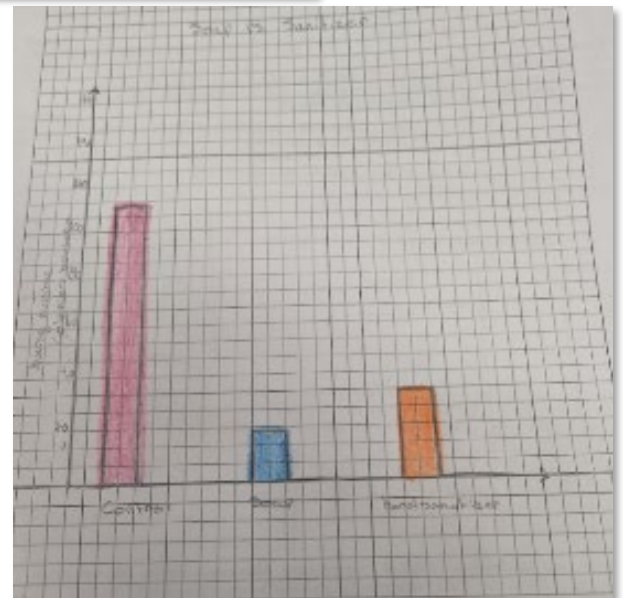
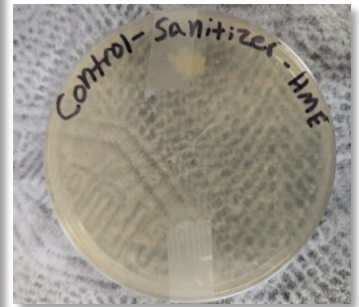
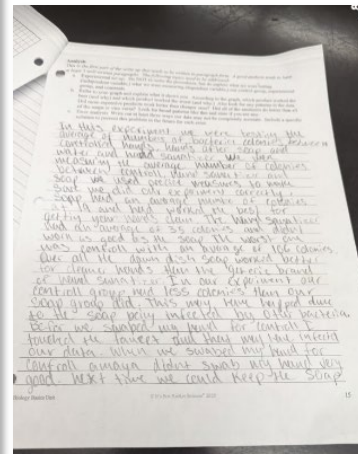
AVID @ BHS

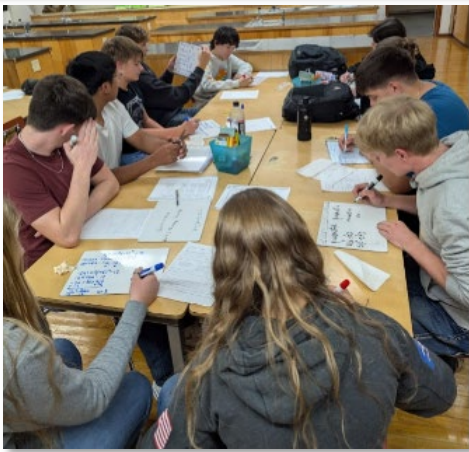


10th Grade AVID Elective students in Mr. Eillibee's class have big dreams and shared their future goals for careers and/ college! (CCI Indicator 4.7: Career & College Talk)



Students in Mrs. Smith's class answered the essential question, "Do hand sanitizers do a better job of cleaning your hands of bacteria than other methods, such as soap and water?" Students hypothesized, brainstormed an experimental design and procedures, took notes, determined variables, organized materials, conducted the experiment, and analyzed and graphed the results. Students wrote a conclusion addressing whether the data supported their hypothesis, an explanation of the results, and a real world application. One conclusion stated that the data collected supported that soap and water worked better than the hand sanitizer to remove bacteria. This science lab allowed students to investigate and apply the scientific theory through multiple forms of writing, inquiry, collaboration, organization, and reading! (CCI Indicator 1.1 & 5: Learning Through Writing & Structures for Inquiry)





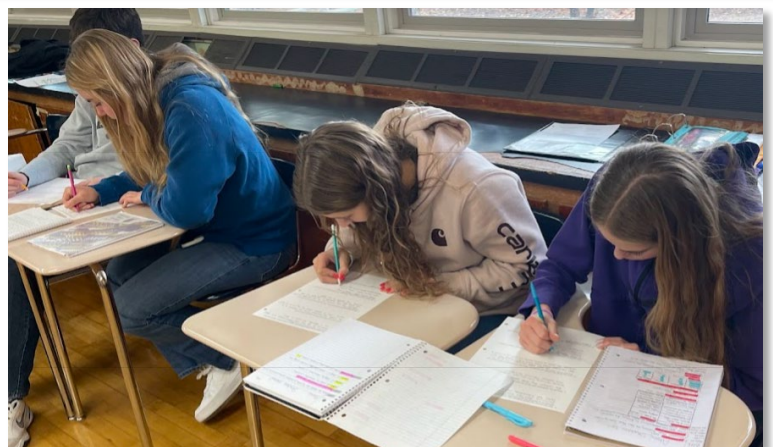
Mrs. Smith's 11th grade AVID Elective class participated in the Tutorial process. The tutorial process a collaborative, inquiry-based learning environment where students work in groups with facilitation by the teacher to practice critical thinking, public speaking, and presentation skills. Students prepare a Tutorial Request Form (TRF) at home, identifying what they understand and where they are confused. They bring the TRF and any relevant resources to the tutorial. A student presenter gives a 60-second speech about their pre-work, point of confusion, and academic vocabulary. The group asks questions to help the presenter solve the problem or complete the task. Students take notes on each other's problems. Students reflect on the process and new learning in the tutorial form. *(CCI Indicator 1.8 & 15: Structures for Collaboration & WICOR Strategies)*



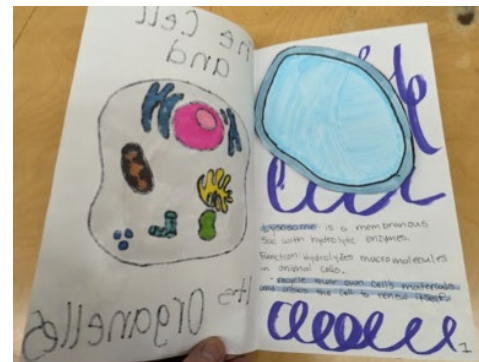
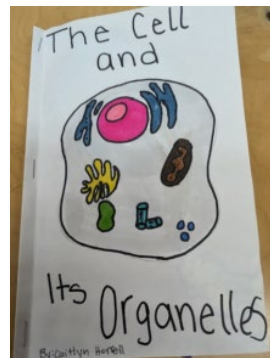
Students in Mrs. Bailey's class participated in a lab to determine whether something underwent a chemical change or not. Students performed endothermic and exothermic reactions and determined energy changes. What a great lesson to promote higher-level thinking and inquiry! *(CCI Indicator 1.4 & 5: Higher Level Thinking & Structures for Inquiry)*



Students in Mrs. Bailey's chemistry class were working on taking focused notes as they learned about the history of the atom. This class had some of the most organized and impressive notes that make processing them very purposeful and efficient! *(CCI Indicator 1.3: Focused Note-Taking)*



Mrs. Smith's students engaged in a rigorous project using their knowledge of eukaryotic cells to highlight the functions of various organelles. Students could choose to depict organelles in an animal or plant cell. Projects could include a 3D model, organelle baseball cards, an organelle family photo album, a catalogue selling organelles, a travel guide for a eukaryotic cell, FBI's most wanted organelles, or a student choice following the rubric. Students developed very creative projects while engaging in many WICOR strategies! *(CCI Indicator 1.12: WICOR Strategies)*



Biology students in Mrs. Smith's class participated in a fun lab to try and solve a hypothetical case and determine who was responsible for a crime. Students read the backstory of the case, gathered information, and made predictions. Students then visited various stations to conduct experiments to determine the presence of macromolecules in the evidence samples. Based on their findings, students analyzed the results and wrote a conclusion that supported or refuted their original hypothesis. This lesson is a great example of real-world application and analysis rooted in inquiry! *(CCI Indicator 1.5: Structures for Inquiry)*



Biology students in Mrs. Smith's class participated in a 'Properties of Water' lab and explored the different properties of water and how these properties impact life on earth and make life possible. *(CCI Indicator 1.5 & 8: Structures for Inquiry & Structures for Collaboration)*



Electoral College Debate

Opening Arguments - 1. For (2 min)
2. Against (2 min)

Short Break/Prepare Rebuttals - (3 min)

Rebuttals - 1. For (2 min)
2. Against (2 min)

Q + A Session - 1. For
2. Against

Short break/prepare Closing Arguments (5 min)

Closing Arguments - 1. For (2 min)
2. Against (2 min)

Debate Teams

- | For | Against |
|----------|------------|
| 1. TJ | 1. Kai |
| 2. Devon | 2. Saxon |
| 3. Canon | 3. Jr |
| 4. James | 4. David |
| 5. Drake | 5. Trevor |
| 6. Eyon | 6. Lilly |
| | 7. Darlene |

Students in Mr. Young's Government class took part in a debate over electing the President through the Electoral College or Popular Vote. Students had to read source material for both sides of the argument, use inquiry to form arguments and rebuttals, write those arguments down, organize their arguments, and collaborate with their debate team to prep. The debate took place on 10/24/24 and ended in a tie! The students were engaged in their learning and demonstrated their ability to debate! *(CCI Indicator 1.1 & 8: Learning Through Writing & Structures for Collaboration)*

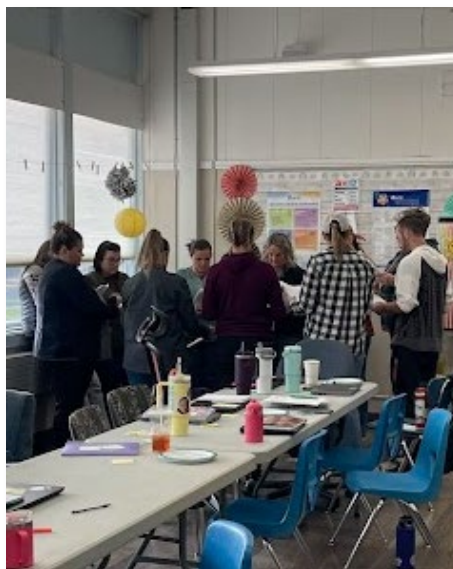
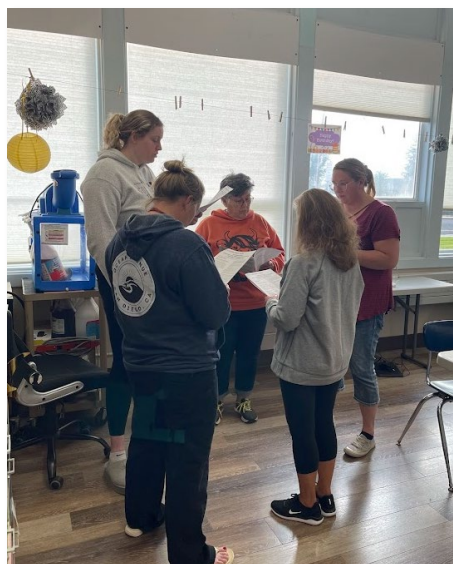
Students in Personal Wellness with Mrs. Youg were using WICOR strategies to learn skills on how to empathize and practiced with partners. Students are writing and sharing stories about when they were frustrated or upset and then the other students are practicing empathy skills such as active listening, mirroring emotions/body language, and asking open ended questions. *(CCI Indicator 1.8 & 12: Structures for Collaboration & WICOR Strategies)*



Students in Mr. Ellibee's 10th grade AVID Elective class were engaged in filling out Tutorials Request Forms (TRFs) and learning the process that will lead to Tutorials. Students worked together and reflected on points of confusion in any of their other classes, making the process relevant and meaningful! *(CCI Indicator 1.1 & 8: Learning Through Writing & Structures for Collaboration)*



Teachers at Slater, Hines Middle, and Burns High School all engaged in a professional development opportunity to learn more about designing WICOR-based lesson plans. WICOR stands for Writing, Inquiry, Collaboration, Organization, and Reading. Teachers were able to learn and deepen their knowledge of AVID strategies with their colleagues while participating in many WICOR-based activities themselves! *(CCI Indicator 3.40: Professional Learning in AVID Strategies and Structures)*



HIGH EXPECTATIONS + EQUAL OPPORTUNITIES = AVID