



AVID NEWSLETTER

Advancement Via Individual Determination



"This bright new year is given me; to live each day with zest; to daily grow and try to be my highest and my best!" -William Arthur Ward

SECONDARY AVID COORDINATOR

Congratulations, Amy Smith! She will fill a new position as our Secondary AVID Coordinator in addition to teaching Science and the AVID Elective at the high school. Here are a few highlights Mrs. Smith will get to do with this position:

- ★ Be available for coaching and/or supporting AVID teachers at the secondary level
- ★ Lead conversations to maintain consistency and growth with all sections of the AVID Elective
- ★ Maintain consistent communication with the AVID District Director
- ★ Plan and coordinate AVID trips and facilitate recruiting visits to and from other schools
- ★ Chaperone AVID events
- ★ Communicate with secondary teachers
- ★ Assist in coordinating and co-facilitating site team meetings with the AVID District Director
- ★ Participate in planning staff development when necessary

This is an exciting opportunity to continue to strengthen our AVID Elective classes through middle and high school and continue our commitment to schoolwide AVID!

WHAT IS AVID?

"In AVID you learn new ideas, ways of learning and how to have the best academic success in and out of high school. Everything you learn here is supposed to help you later on in life no matter what you do. We tour different schools so that you have a better idea on what path you want to go down after high school.

We also do a lot of projects like community service to help build your resumes and it looks great on applications. In AVID, you will learn respect, discipline, different opinions, public speaking, and organization, so overall AVID helps your academic success."

-Shaylynn Gruber
11th Grade AVID Elective student

HOW HAS AVID IMPACTED YOU?

"AVID has taught me how to have more confidence in my abilities. I have become better at collaborating with my peers. Managing my time has been hard for me but AVID has helped me become more responsible with my time. I highly recommend students join the AVID class."

-Ayva Baron
11th Grade AVID Elective student

RESOURCES!

Grab and Go AVID Lessons, templates, and more. Check it out!

Reading is...
SNOW MUCH FUN

Come enjoy some fun books read aloud at Slater Elementary

When: January 16, 2025
6:30 to 7:30 pm



AVID.org
My AVID (for educators)

(541) 573 - 7201

beccabirch@hcsd3.org

IN PARTNERSHIP,
Becca Birch
AVID District Director



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)!

AVID IN ACTION!



Evidence of AVID



CCI Elementary

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



Mrs. Crawford's 1st Grade Class won the PBIS behavior focus of the month for "lining up." The 1st grade students worked hard on following Slater's BARK rules and were so excited to receive the "Golden Bulldog" and a celebratory cake!



These students showed their leadership skills and collaboration to achieve!



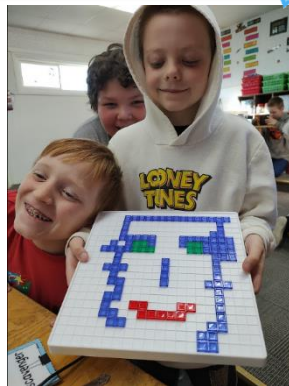
Mrs. Davis's kindergarten class read the story The Polar Express and enjoyed a little field trip to the movie theater to watch the movie together. Afterward, each student shared their thoughts with a friend and then as a group discussed their favorite parts of the story... 'We believe!' This activity encouraged growth in listening, speaking, and comprehension skills while connecting to the joy of Christmas storytelling! (CCI Indicator 1.5: Structures for Inquiry)

Mrs. Crawford's first grade class had the amazing opportunity to paint cookies for a student's birthday celebration. The students were able to discuss different painting techniques and practice mixing colors.

(CCI Indicator 1.4: Higher-Level Thinking)



Families and fourth grade students in Mr. Weible's, Mrs. Bertrand's, and Ms. Tibbett's classes had the chance to go learn historical information about famous people in history from the statuary presentations of fifth graders in Ms. Howes' and Ms. Huckins' classes. **(CCI Indicator 4.3: Community Activities)**



Skills that students always have the opportunity to engage in authentically during STEM class with Ms. Withee? **COLLABORATION and INQUIRY!** **(CCI Indicator 1.5 & 8: Structures for Inquiry and Collaboration)**



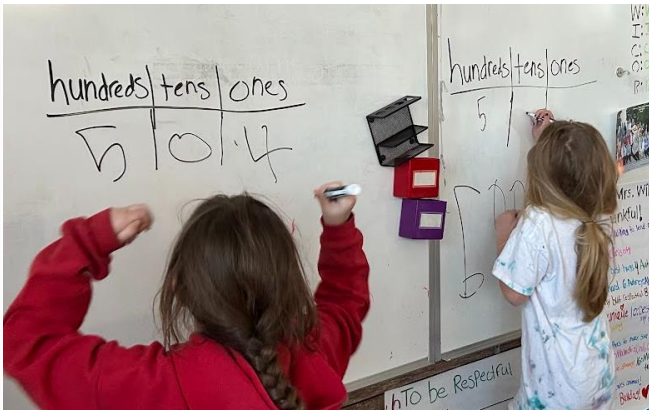
Here are Miss Howes' 5th Grade Holiday Art Contest Winners through the Harney District Hospital!





In Mrs. Wilke's 2nd-grade class, students were working on developing their understanding of place value and numbers through a collaborative, hands-on activity. The class was divided into small groups, where students took turns being the "runner" and organizing their group's thoughts. Mrs. Wilke verbally announced a number, and each group must work together to

on a small whiteboard, ensuring everyone in the group agrees on the correct form. Once the group was ready, the runner took the whiteboard to the front and wrote the number on the main board. The first team to correctly write the number earns a point. This activity encouraged collaboration, quick thinking, and



teamwork, all while reinforcing students' place value skills in a fun, competitive environment! (CCI Indicator 1.12: WICOR Strategies)

Mrs. Marshall's kindergarten class had the special opportunity to listen to volunteer Ms. Lola Johnson read The Bear Stays Up for Christmas while dressed as a bear. Ms. Lola has been reading to the class throughout the year, dressing up as different characters to bring the stories to life. Her time with the students helps reinforce the importance of reading and having a variety of people read stories, which improves vocabulary, fluency, and comprehension. Students were then asked to recall the characters, the setting, and the roles of an author and illustrator.

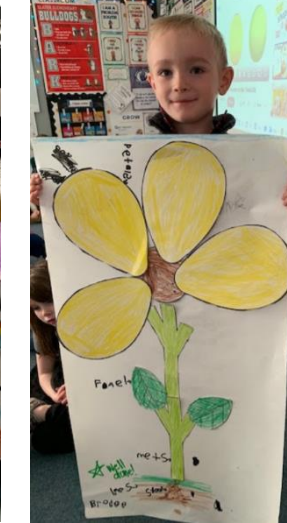
(CCI Indicator 1.11: Critical Reading Process)



Kindergartners in Mrs. Marshall's class used graphic organizers to write letters to Santa. Their ideas were organized into categories: what they are proud of, what they are working on, something they need, and, lastly, something they want for Christmas. The students then each shared their letters with the class. This was a great example of using writing, inquiry, collaboration, organization, and reading in WICOR. Students even had the great opportunity to meet Santa as he made a special visit to the class! (CCI Indicator 1.15: WICOR Strategies)



Students in Mrs. Marshall's kindergarten class practiced their listening skills and being good audience members as they watched Mrs. Burns' second grade Walk to Read group perform a Christmas Readers Theater. (CCI Indicator 1.11: Critical Reading Process)



Kindergartners in Mrs. Marshall's class created life-size flowers and labeled the following on their flowers: roots, stem, leaf, and petals. This unit in the reading curriculum gave them a deeper understanding of what plants need to survive. Plants need sunlight, soil, water, space, and air to grow and thrive. Students used all elements of WICOR during this unit of study. Each student celebrated their learning by sharing their flowers at the carpet and talking about what their flower would need to grow big and tall. (CCI Indicator 1.15: WICOR Strategies)



Students in Mrs. Marshall's Kindergarten class and Mr. Weible's fourth grade class meet each Thursday during their 'Walk to Read' time to practice and reinforce the importance of reading in WICOR. Kindergartners read the decodable books they've been working on that week, and their reading buddies read books to the Kindergartners. This time reinforces and improves their reading skills. (CCI Indicator 1.8: Structures for Collaboration)

Getting ready for Christmas vacation, fifth graders in Ms. Howes' class had fun playing the oven mitt game where they had to try to unwrap the present using oven mitts only before the person ahead of them rolled a double with the dice. What a fun relational capacity activity! (CCI Indicator 1.12: WICOR Strategies)



Students in Mrs. Marshall's Kindergarten class work on collaboration and inquiry in WICOR. Their task was to discuss what they could build together using the tub of Legos they were given. First, they each had to share their ideas and practice listening to one another, then decide how they could combine their ideas to create something. This ongoing learning opportunity helps build the important skills needed to work with others. The skill is reinforced through what Kindergarteners do best—learning through play. (CCI Indicator 1.12: WICOR Strategies)



Slater Bulldogs sure know how to celebrate success! Each month, Slater holds an assembly to recognize the achievements of one another, invite families into the school, and cheer on their peers. Our AVID Ambassadors greet all guests and give them a warm Bulldog welcome as they enter the gym to join in the fun! (CCI Indicator 4.3: Community Activities)

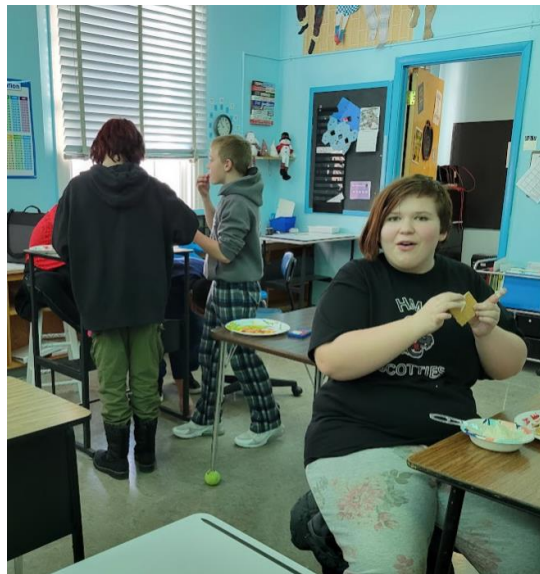




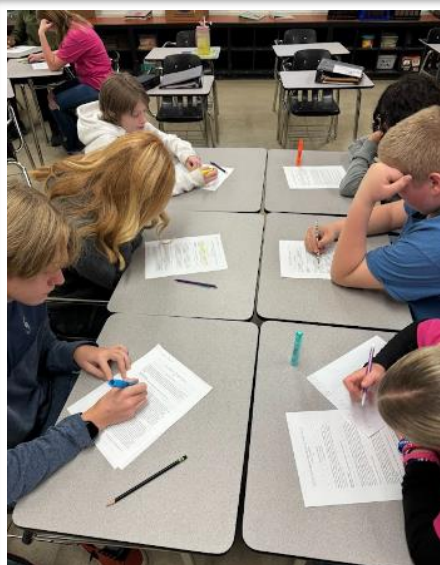
AVID @ HMS



Students in Mrs. Katie's speech group and Mrs. Sell's Skill Lab planned a holiday party last month. Students created invites for their peers, engaged in gingerbread house building, and enjoyed the authentic collaboration. What a fun holiday celebration! (CCI Indicator 1:10: Leadership Skills)



Students in Mrs. Bull's class created ceramic ornaments after much planning, problem-solving, conversation, and inquiry! (CCI Indicator 1:4: Higher-Level Thinking)



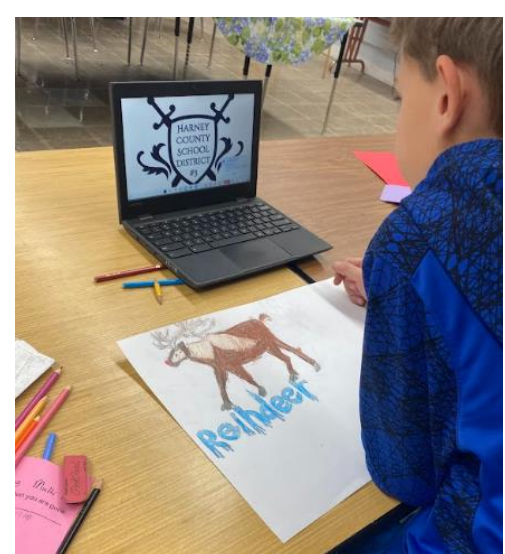
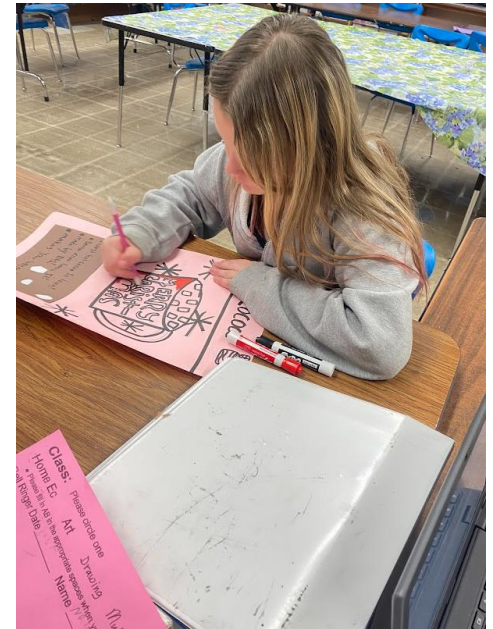
8th grade social studies students in Ms. Doty's class each read a different primary source related to colonial life. After discussing their sources with the group, they used the information to collaboratively write an essay or article that describes what life was like in the American colonies, drawing on evidence from their own and others' sources. (CCI Indicator 1:2 & 8: Writing Process & Structures for Collaboration)

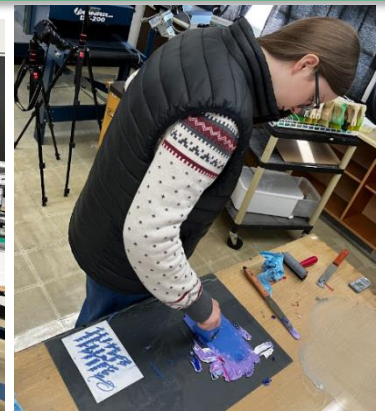


Students in Mrs. Andersson's class were taking the graffiti style of lettering that they learned the previous week and applied it to their new assignment of making an advertising poster to sell something. Students discussed what an advertisement poster was and looked at several different types on the internet while answering the Essential Question, "What is an advertisement poster?" (CCI Indicator 1.15: WICOR Strategies)

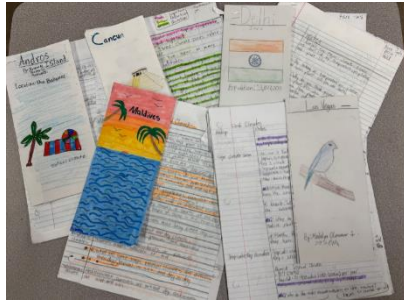
Advertisement Drawing Assignment

1. Have something to sell - not people or things that are not school appropriate
2. Use Graffiti Lettering
3. Catchy phrases, creative and enticing to make people want to buy it
4. Colorful, large lettering easy to read





Students learned about the history of printing and its influence on graphic design with Mr. Tiernan. They then created a series of cards focusing on expressive typography, or making the words look like they mean. (CCI Indicator 1.4: Higher-Level Thinking)



7th grade students in Ms. Doty's social studies class first studied the five world climates and took focused notes in a two-column format. After this, students were paired with a partner and assigned one of the five climates. Together, they researched a city that falls within their assigned climate zone. They then created a travel brochure designed to promote their city, emphasizing how the local climate made the city a great travel destination. Students presented their brochure and, who knows, perhaps some of these students might become future travel experts! (CCI Indicator 1.8 & 14: Structures for Collaboration & Critical Reading Process)



8th grade AVID Elective students in Mrs. Recanzone's class had another great opportunity to visit residents at The Aspens! These students read holiday books, sang songs, and served cookies and truly loved spending time with these great ladies and gentlemen! (CCI Indicator 1:10: Leadership Skills)



AVID @ BHS



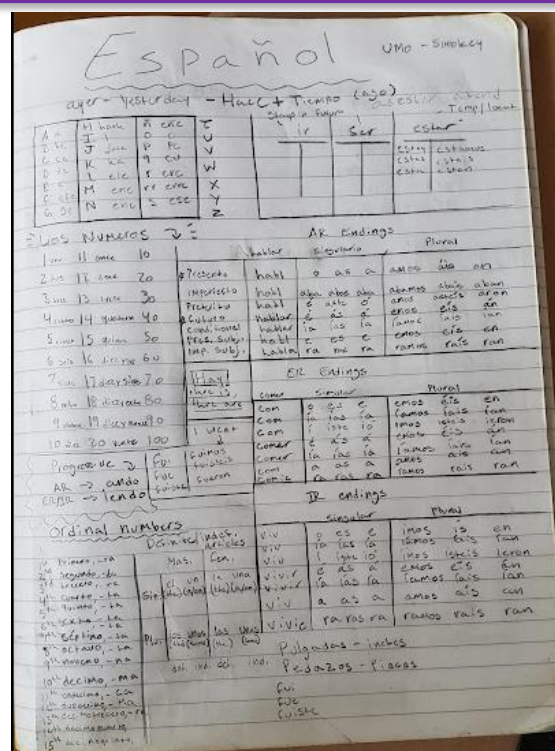
Students in Mrs. Bauer's class participated in a fun cookie decorating contest! This activity aligned with the WICOR strategy of creative collaboration by encouraging students to engage with peers during the design and decorating process. Collaboration fosters idea sharing, constructive feedback, and teamwork, which are essential skills for success in school and beyond. Through discussions and shared reflections, students learned to evaluate different perspectives and integrate feedback into their creative process! (CCI Indicator 1.15: WICOR Strategies)



Wow! Look at these notes from students in Mrs. Moss' Spanish class! Students record new vocabulary they learn and valuable information to help them remember important endings, letter names, and numbers. (CCI Indicator 1.3: Focused Note-Taking)

Verb Conjugation Chart

verb Spanish	verb English	Yo	Tu	El, Ella UO.	Nosotros Nosotras	Ellos/as Uds.
aceptar	accept	acepto	aceptas	acepta	aceptamos	aceptan
atar	ate	ato	atas	ata	atamos	atan
Andar	Andes	Ando	Andas	Anda	Andamos	Andan
Despertarse	wakeup	Despierto	Despiertas	Despierta	Despertamos	Despertan
levantarse	get up	levanto	levantas	levanta	levantamos	levantan
cepilarse	Brush	Cepillo	Cepillas	Cepilla	Cepillamos	Cepillan
Ducharse	Shower	Ducho	Duchas	Ducha	Duchamos	Duchan
secarse	dry off	Seco	Secas	Seca	Secamos	Secan
vestirse	dressed	Visto	Vistes	Viste	Vestimos	Vestien
Maquillarse	Wakeup	Maquillo	Maquillas	Maquilla	Maquillamos	Maquillan
Irse	to leave	Voy	Vas	Va	Vamos	Van
(Ue) Acostarse	to sleep	acuesto	acuestas	acuesta	acostamos	acostan

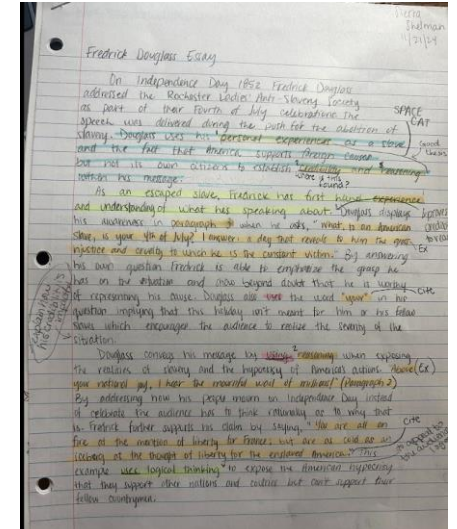
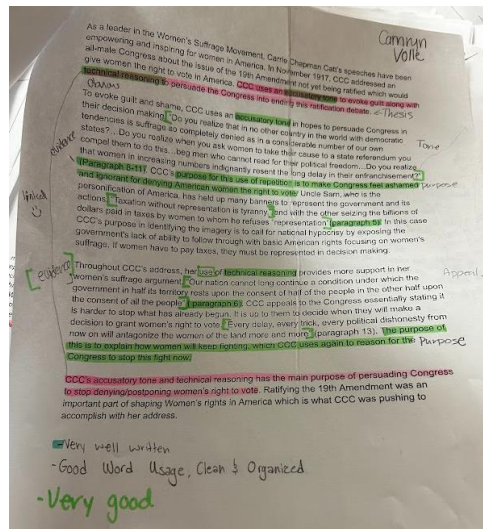
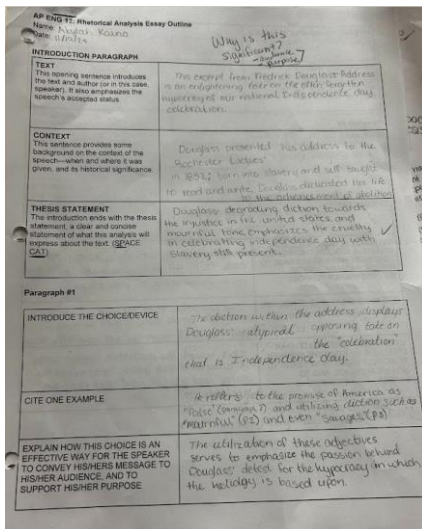




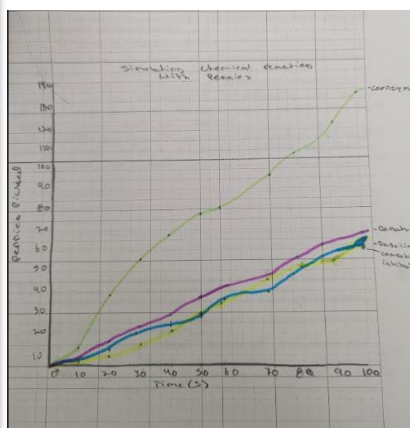
Mrs. Smith's 11th Grade AVID Elective students organized a blanket and toy drive. Students donated fabrics and made 12 blankets in class. They also put donation boxes in the foyer at BHS as well as at the Courthouse for stuffed animal donations. They plan to put together a gift bag of an animal and a blanket for the Sheriff's office and EMT's to give to young children in traumatic situations. This project was entirely student-generated and their leadership on this project is commendable! (CCI Indicator 1.8 & 10: Structures for Collaboration & Leadership Skills)



Mrs. Toney's students in AP English Language and Composition organized their analysis of a speaker's rhetorical strategies into a rhetorical analysis essay. Student completed a graphic organizer to begin creating a well-organized rhetorical analysis essay. The graphic organizer required students to organize an introduction, body paragraphs, and conclusion of their rhetorical analysis. By completing this graphic organizer outline, students understand basic organization of a rhetorical analysis essay to produce a coherent piece of writing.



Then students worked in small groups to revise rhetorical analysis essays. Students were instructed to annotate and make suggestions of each other's essays to improve writing and their analytical process. Students highlighted for organization in the essays to ensure clarity of analytical thought. They also wrote encouraging feedback as well as constructive suggestions in the margins. (CCI Indicator 1.2 & 3: Writing Process & Focused Note-Taking)



Students in Mrs. Smith's biology class modeled the rate of enzymes in an engaging lab to answer the essential question, "How do different factors affect the rate of a chemical reaction?" The activity determined how quickly a student could pick up pennies under different conditions to model how enzymes are affected by competitive inhibitors, coenzymes, and denaturing compared to normal conditions. They made predictions, collected data as a group and then independently graphed their data, analyzed the data and then made conclusions based on the results compared to their hypothesis. (CCI Indicator 1.4 & 5: Higher-Level Thinking & 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 (CCI Indicator 1.8 & 15: Structures for Collaboration & WICOR Strategies)



HIGH EXPECTATIONS + EQUAL OPPORTUNITIES = AVID