



AVID NEWSLETTER

Advancement Via Individual Determination



"Obstacles are those frightful things you see when you take your eyes off your goal." - Henry Ford

CAREER & COLLEGE GEAR DAY!

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

WHAT: Wear any college, university, local business, 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!

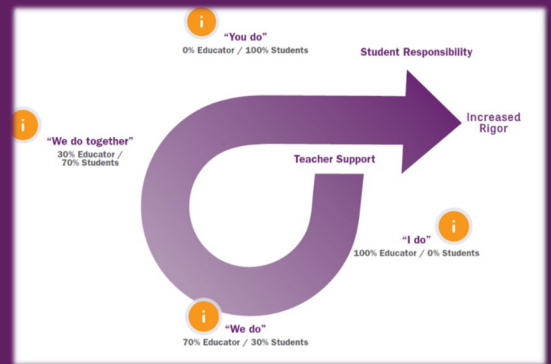
MISSED A NEWSLETTER?

Find past publications on hcsd3/avid website! Click the school district icon at the bottom of the page.

STUDENT OWNERSHIP

AVID teaching follows the philosophy of Gradual Release of Responsibility. If students are to get to the place of independent learning, **COLLABORATION** with their peers is crucial!

Click the image below to learn more!



WHAT IS AVID?

"AVID is a class that prepares you for life. Whether it's learning about financial responsibility or learning how to make a small business, AVID helps prepare your mind.

AVID can help you obtain problem solving skills and assist with your public speaking. For instance, with me, AVID has helped me with lots of different problems, like better note taking, getting a higher GPA, and socializing. Sitting in the classroom is not all AVID is, we also go on field trips to different colleges, and involve ourselves in different community service projects. AVID is a class that I believe most students should take whether in middle school or high school."

-Wyatt Sewell 11th Grade AVID Elective student

HOW HAS AVID IMPACTED YOU?

"AVID has had an incredible impact on me. I've never been so confident and I have never challenged myself this hard. This has been the most helpful class I have ever taken."

-Brock Puckett 11th Grade AVID Elective student

LEARNING OPPORTUNITIES

- AVID Elective Teacher Workshop
- AVID 101
- Showcases

PROFESSIONAL

DEVELOPMENT!

Friday, October 11th



**Elementary Teachers:
7:30-9:30 @ Slater staff room**



**Middle & High School Teachers:
10:00-12:00 @ BHS cafeteria**



Please bring your laptop and notetaking supplies!



IN PARTNERSHIP.

Becca Birch

AVID District Director

AVID.org
My AVID (for educators)

(541) 573 - 7201

beccabirch@hcsd3.org

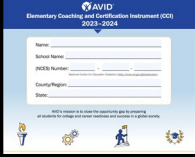
AVID IN ACTION!

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)!

Evidence of AVID

CCI Elementary



AVID
Elementary Coaching and Certification Instrument (CCI)
2020-2024

Name: _____
School Name: _____
CCI# Number: _____
County/Region: _____
Date: _____

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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
Secondary Coaching and Certification Instrument (CCI)
2020-2024

Name: _____
School Name: _____
CCI# Number: _____
County/Region: _____
Date: _____

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AVID @ Slater

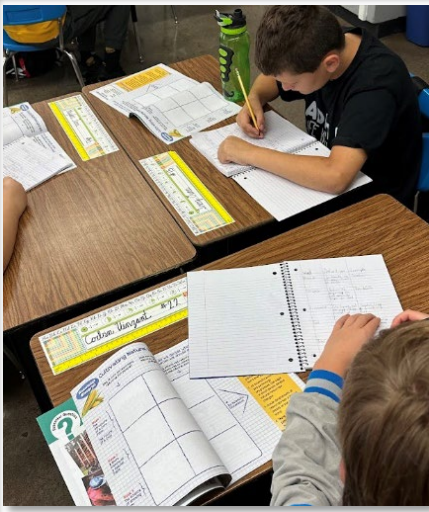
Students discover the new ant colony in the STEM classroom! What an awesome way to promote inquiry! (CCI Indicator 1.5: Structures for Inquiry)



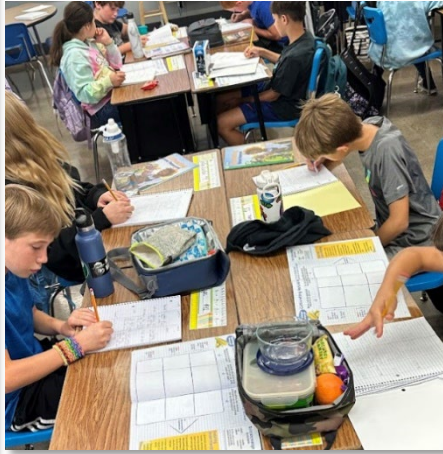
In honor of recognizing 9/11 and its importance, fifth grade students in Ms. Howes's class paid honor to local heroes within our community by writing local police officers and fire departments "Thank You" letters to show appreciation. (CCI Indicator 1.1: Learning Through Writing)

Students in Mrs. Bertrand's 4th grade class participated in a fun team building icebreaker activity! They had to use strings with their partners to try and stack cups while problem-solving collaboratively! (CCI Indicator 1.4: Higher-level thinking)





Fifth grade students have been working on taking three column notes for reading vocabulary and giving examples in Mrs. Howes's class. (CCI Indicator 1.3: Focused Note-Taking)



Students are learning to strategize and have a plan while collaboratively playing Chess in the STEM classroom. (CCI Indicator 1.4: Higher Level Thinking)

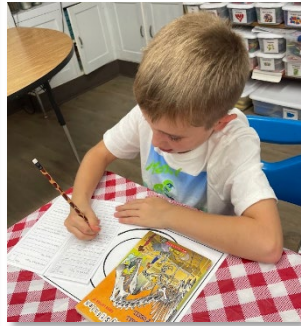


In Mrs. Wilke's 2nd grade class, students were assigned a paragraph to read in pairs. As they read, they focused on creating mental images of the scenes and emotions described in the text. Their imaginations sparked, and they eagerly shared their interpretations with one another. Once they had developed their mental images, the students brought these visions to life through colorful drawings and imaginative storytelling. Each pair worked collaboratively, discussing the details they envisioned and how to best represent them visually. (CCI Indicator 1.12; WICOR Strategies)

Ms. Howes's fifth grade students worked collaboratively to research natural resources as an extension to what they have learned about with corn in the reading curriculum Benchmark Advanced. (CCI Indicator 1.6 & 12: Access Digital Information & WICOR Strategies)

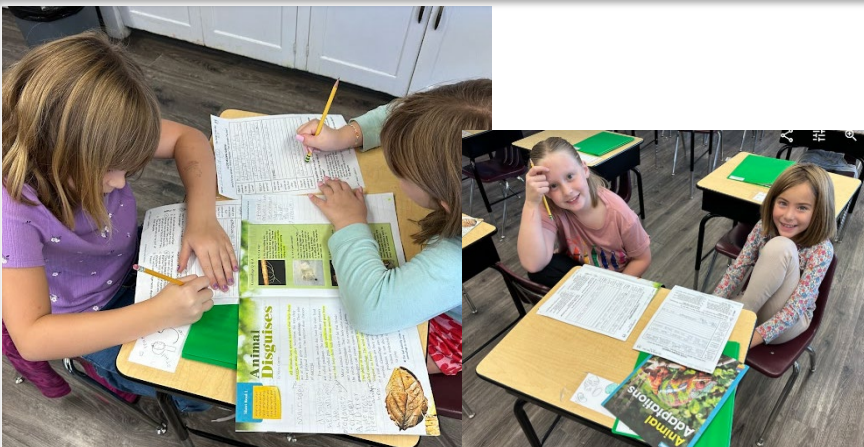


Third grade students in Mrs. Fenton's class participated in a "book tasting" today and sampled a variety of different genres of books such as historical fiction, non-fiction, mystery, and realistic fiction. Students read for a few minutes then filled out a brochure to answer questions about their book, described how the author hooked them in, and wrote their recommendation on the book. What a fun collaborative way to inspire reading, writing, inquiry, and organization! Many students found some new books they loved!
(CCI Indicator 1.12: WICOR Strategies)



Mrs. Crawford's 1st grade class made "magical" friendship bracelets! They used solar changing and glow-in-the-dark beads! What a fun way to build classroom relationships!
(CCR Framework: Relational Capacity)

Students in Ms. Weil's second grade class work hard to follow the school goal of being organized and love being recognized for their efforts!
(CCI Indicator 1.10: AVID Organizational Tools)

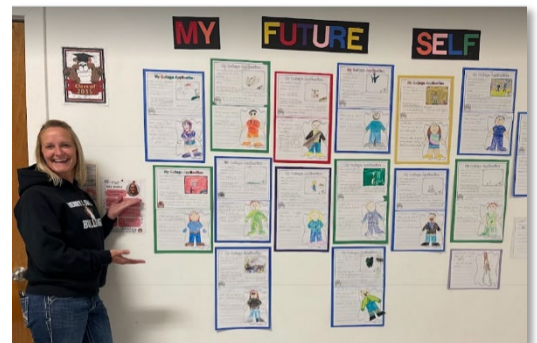
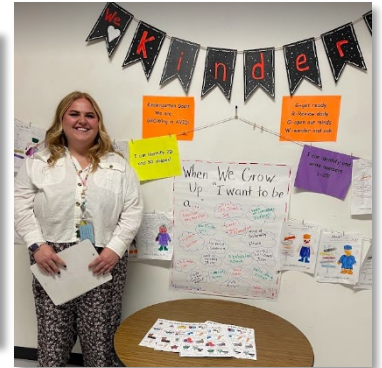
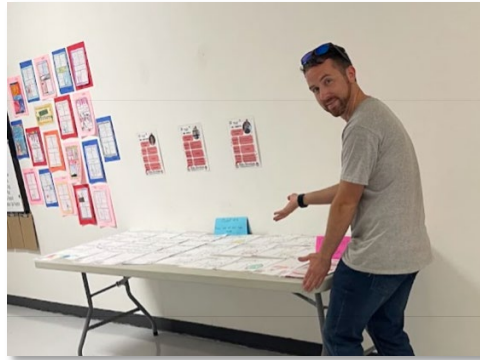


Mrs. Davis's third graders did some collaboration during reading time! Students engaged in partner work on a two column chart graphic organizer with a learning focus of finding supporting details in the text. They practiced noticing annotations in the text for close reading as well as the use of their green reading folder for organization!
(CCI Indicator 1.10 & 12: AVID Organizational Tools & WICOR Strategies)

Third graders in Mrs. Davis's class have also been learning all about growth mindset, how our brains help us learn, and that we can persevere even when something feels hard. Students created a 'brain lift-the-flap' craft!
(CCI Indicator 1.12: WICOR Strategies)



AVID Family and Title I Night was a great time! Thank you to all the amazing families and teachers who showed up and supported our mission to empower students to embrace learning and achieve personal success! (CCI Indicator 4.3: Community Activities)



Save the date for Student-Led Conferences!

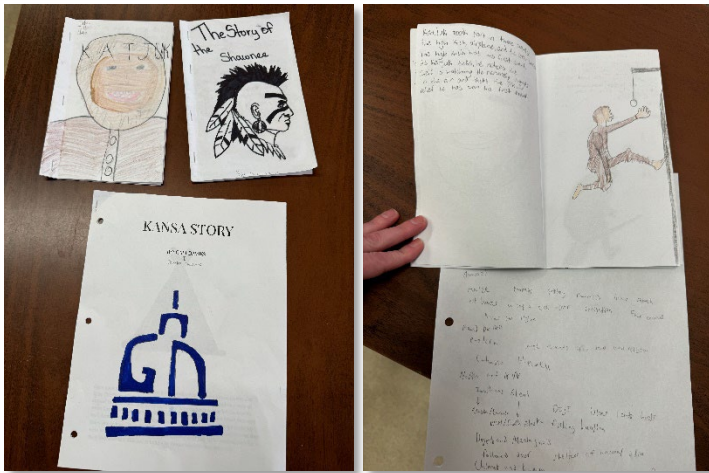
October 16th & 17th @ Slater

Your scheduled conference time will be sent home on Monday, Oct. 7th.

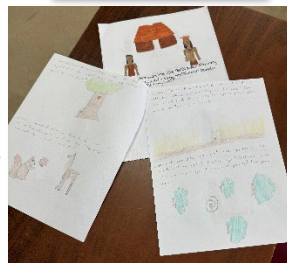
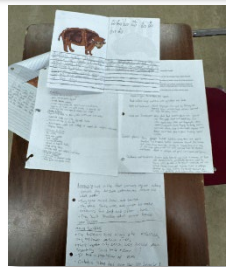




AVID @ HMS



8th grade students in Mrs. Doty's social studies class took notes out of the textbook individually then with a partner chose one group of early Northern American people and with a partner or groups of three created a story about those people that included aspects of their culture. Students also presented to the class! (CCI Indicator 1.8: Structures for Collaboration)



How can inquiring about leaf pigment (chlorophyll) through an experiment help me identify healthy leafy greens in the Greenhouse?



Alyssa here is getting ready to cut her coffee filter to place into her and Christa's chlorophyll and isopropyl mixture to see what pigments come absorb into the filter.



Kegan & Ayva cutting leaves they found outside together



Cael & JJ Cutting Leaves

Ms. Howes's horticulture class is using the BHS greenhouse to grow leafy greens that are currently in season such as lettuce, arugula, kale, spinach, etc. This experiment intends to help them identify whether or not their leaves have good pigment, which determines how well their plants are doing photosynthesis, how well they are watering them, etc. Students are applying WICOR strategies by recording their hypotheses, completing inquiry lab sheets, and experimenting with leaf pigment (chlorophyll), which what makes photosynthesis and plant growth possible. (CCI Indicator 1.15: WICOR Strategies)



Jar mixtures ready to sit overnight!

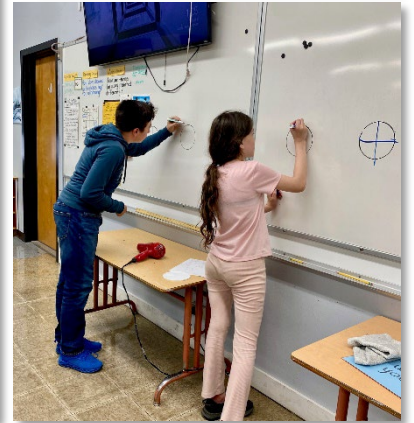
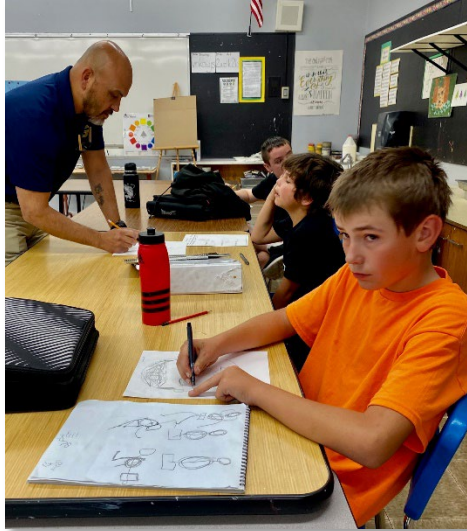


Students in Ms. Bull's class created paper mache masks by using a balloon for a form, overlaying with layers of paper mache, adding details, then painting with acrylics when dry. These students practiced setting goals and executing plans through this activity. (CCI Indicator 1.11: Organizational Methods (Goal-Setting))

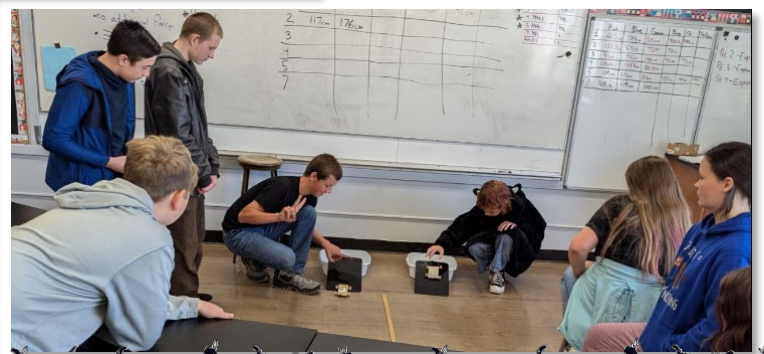


Students in Mrs. Andersson's drawing class practiced writing, inquiry, collaboration, and organization as part of a two week lesson on drawing people and faces! They worked on answering the essential question: "When is it helpful to use basic shapes in your drawing?" (CCI Indicator 1.15: WICOR Strategies)

When is it helpful to use basic shapes in your drawing?



Students in Mrs. Sorenson's science class worked on building and testing prototypes of student-made racecars and spent time collecting data to determine what makes the best gravity racecar. Students answered the essential question, "How do scientists optimize solutions?" Throughout the week, students connected background knowledge, read related texts, and connected to a hands-on lab. Each day students reflected on the learning by answering, "What evidence did you collect yesterday that helps answer the essential question?" (CCI Indicator 1.4 & 15: Higher-Level thinking & WICOR Strategies)





Mrs. Recanzone's leadership students planned and prepared for the Hawaiian themed Welcome Back Dance! They planned many engaging activities like line dancing, a limbo contest, and more fun! It was a great time and students enjoyed the time together! *(CCI Indicator 1.10: Leadership Skills)*

Students had the opportunity to cook beef stir fry in Home Ec. with Ms. Bull. Yum! Students practiced cutting, measuring, mixing, cooking, eating, and cleaning up. This was a fun real world experience about following instructions and seeing a task through to completion with a team! *(CCI Indicator 1.8: Structures for Collaboration)*



8th grade AVID Elective students in Mrs. Recanzone's class paid a visit to residents of The Aspens to read books and engage in great conversations! Thank you, students, for representing your school and community with leadership and compassion. Thank you, residents and staff of The Aspens, for the visit and quality time! *(CCI Indicator 1.10 & 4.3: Leadership Skills & Community Activities)*





AVID @ BHS

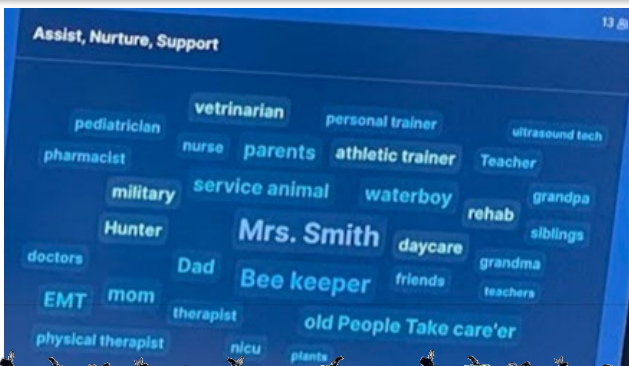
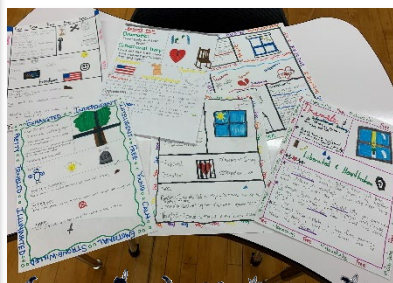
Students in Mr. Ellibee's 10th grade AVID Elective class and Mrs. Smith's College and Career Prep and 11th grade AVID Elective classes were paid a visit by Denise Rose and Camille Torres with Youth Changing the Community Collaborative through High Desert Partnership to learn more about career paths, focused on the following categories:

- Build, Conserve, Grow
- Assist, Nurture, Support
- Problem Solve, Explore, Create

Students created a word cloud with occupations that fit into these categories and began to have conversations about these career choices, what it may take to pursue these options, and what types of careers interested them. (CCI Indicator 4.3: Community Activities)



AP English Literature students in s. Banks's class collaborated together in groups to create a 'One Pager' for Kate Chapin's, "The Story of an Hour." Each group focused on the BIG Ideas of character, setting and theme to discuss the complexity of the main character, Louise Mallard. The themes were then connected into more recognizable literary pieces or movies that reflected the same themes and ideas presented in the story. Each group was able to present their information to the class. (CCI Indicator 1.1 & 14: Learning Through Writing & Critical Reading Process)



Analyze the unboxed cereal

- This means look at it, eat some (if you want to) and consider the following:
 - What kind/brand of cereal is it?
 - Who is it being marketed toward?
 - What do you think the marketing strategies are for this cereal?
- Take notes; you'll get the box later.

Check out the box

- Follow up on your predictions...how accurate were you?
 - What kind/brand of cereal is it?
 - Who is it being marketed toward?
 - What do you think the marketing strategies are for this cereal?
- Take notes; be prepared to share out.

Students in Ms. Toney's 12 grade AP English class participated in a fun Rhetorical Analysis activity where they got to hone their writing, inquiry, collaboration, organization, and reading skills. Students analyzed unboxed cereal, recorded observations, answered questions, and took notes on their predictions regarding marketing strategies. Students then followed up on their predictions once they got to view the cereal's box and shared their findings with the class. (CCI Indicator 1.1 & 15: Learning Through Writing & WICOR Strategies)



NAME: Opus Channing HISTORIANS FROM THE YEAR 3,240 PRIMARY SOURCE ANALYSIS SHEET Date: _____

SCENARIO: You are historians from the year 3,240 trying to figure out what life was like in the United States for teenagers in the year 2023. You discovered 7 artifacts and from each these primary sources you have to write a report on your conclusions about life for American teenagers in the year 2023.

Instructions

1. Each group member shares one-two personal items they have one item that will serve as an "artifact" and primary source until you have total.
2. The group will carefully analyze each "artifact" together, recording their observations and inferences.
3. After analyzing each one, you will write your interpretations report about life for American teenagers in the year 2023.

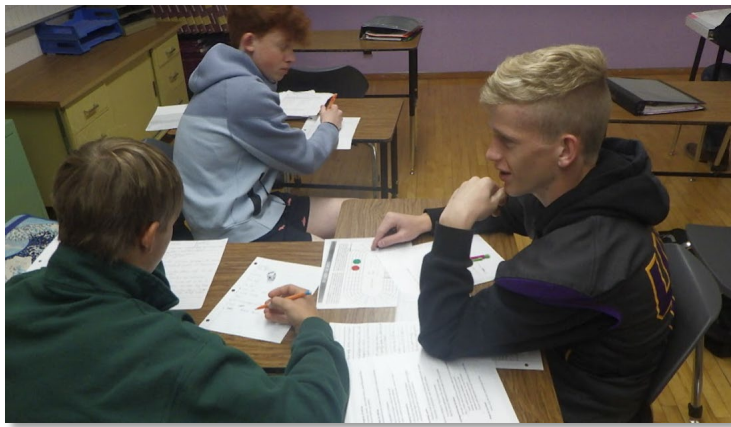
Artifact	Observations & Descriptions	Inferences	Question(s)
Phone	an electronic device that is used to communicate and take photos. It has a screen displaying an app with buttons and a camera on the back.	Phone was a popular - useful tool.	Why they use it every day?
Water bottle	5 metal can be used to hold water. Usually 2 liters, even under heat.	Especially can be used - keep.	Why they use it to keep water?
Cupcake	3 small white cake with frosting. Some are blue and some are pink. They are soft and moist.	They should try it. Like it. (Some are not so good.)	Why they use it to eat?
Food	either a stick or a small round. It is made of flour and sugar. It is a good source of energy.	They should try it. Like it. (Some are not so good.)	Why they use it to eat?
Shoes	3 pairs of shoes. They are made of different materials.	They should try it. Like it. (Some are not so good.)	Why they use it to wear?

11th grade US History students in Mrs. Wassom-Paul's class simulated being historians from the year 3240 to facilitate primary source analysis practice. They were asked to observe and describe items in the classroom that might reflect adolescent life in 2024 and then make inferences and ask questions as if they were historians "discovering" these artifacts. Students worked to develop observation and analytical skills as they completed this task, using inquiry, collaboration, and organization to collect "data." Finally, to underscore the lesson, students had to write a short report of their conclusions of life in 2024 for teenagers based solely on the artifact data they collected. They were also asked to reflect on the lesson as to how real-life historians might use primary sources to learn about the past (which is the larger Essential Question for the activity). (CCI Indicator 1.1 & 4: Learning Through Writing & Higher Level Thinking)

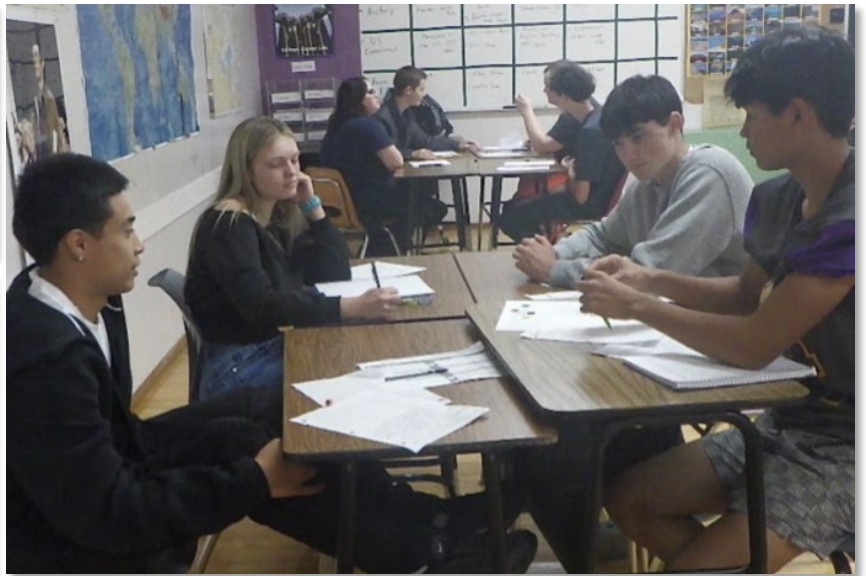


Students in Ms. Toney's 10th grade English class read the short story, "What, of this Goldfish, Would You Wish?" They collaborated to organize a discussion about the reading by writing their discussion responses to rigorous questions. Students inquired about their own reflections pertaining to aspects from the reading then shared in a cooperative learning strategy called jigsaw. (CCI Indicator 1.1 & 8: Learning Through Writing & Structures for Collaboration)





Students in Mr. Young's World History class participated in a review Horse Race game. The object of the game was to use their focused notes to come up with answers to review questions and then roll dice to move their token "horse" around the racetrack. (CCI Indicator 1.3 & 8: Focused Note-Taking & Structures for Collaboration)



11th grade students in Mrs. Wassom-Paul's US History class created maps of the United States that illustrated the Era of Expansion during the 19th century. Students used inquiry skills to investigate the cause and effect of expansion on US geography and Native American tribes, as well as collaboration skills as they discussed this process in small group settings. Students used organizational skills of map-making to synthesize information into easy-to-read maps that are clear, accessible, and well-defined for use during future note-taking and comprehension activities. (CCI Indicator 1.15: WICOR Strategies)



Mrs. Smith's 11th Grade AVID Elective students developed a social contract and agreed to "Be respectful, open minded, work hard, professional, better, responsible, and determined!" (CCI Indicator 1.8 & 10: Structures for Collaboration & Leadership Skills)



HIGH EXPECTATIONS + EQUAL OPPORTUNITIES = AVID