

# AVID NEWSLETTER

Advancement Via Individual Determination



“It’s not how much you give, but how much love we put into giving.” —Mother Teresa

## DISTRICT AVID GOALS & PROGRESS

### GOAL 1:

To create an engaging, rigorous, and active learning environment for the 2024-2025 school year, all teachers will apply and provide evidence of AVID instructional strategies across the curriculum to increase student outcomes.

**-Action Step:** Essential Questions posted and addressed explicitly by the teacher so students are able to say why an activity is being done, why it matters and how it connects to prior or future work.

**Progress:** Of the observations conducted so far, 91% of classrooms are meeting this goal!

**-Action Step:** Teachers attend 5 AVID Professional Development (PD) offerings with collaborative grade level workshop time. Teachers submit evidence of PD application in the classroom. Teachers share application strategies at monthly staff meetings

**Progress:** Staff Attendance of AVID PD’s this year: Oct. 71% Dec. 82%

### WHAT IS AVID?

“In AVID, we talk a lot about how we can improve ourselves in almost every aspect. We have a set of rules and goals we plan to follow for the year. We also focus a lot on careers and building our resume. We do a lot of stuff concerning our future and how to be successful in our life. Mostly our goals focus on our future and how we can accomplish our school goals and career goals. We have a lot of community services that help better ourselves. AVID teaches us how to take on situations maturely and calmly.”

**-Mary Woodbury** 11<sup>th</sup> Grade AVID Elective student

### HOW HAS AVID IMPACTED YOU?

“AVID helped me stay on top of things, stay organized, and communicate better with my peers. It also helped me be more confident while speaking in front of an audience.”

**-Damien Kelly** 11<sup>th</sup> Grade AVID Elective student

### LEARNING OPPORTUNITIES!

- Showcase in Prineville!!
- Showcase in Keizer!!
- Showcase in Albany!!



AVID.org  
My AVID (for educators)

(541) 573 - 7201

beccabirch@hcsd3.org

IN PARTNERSHIP,  
Becca Birch  
AVID District Director

# 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



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

## AVID AMBASSADORS



**EmmaLynn Bowen**      **Scarlette Bentz**  
**Kacie Armstrong**      **Reuben Metzger**  
**Johnnie Weller**      **Ryland Williams**

Congratulations! Slater proudly presents the 2024-2025 AVID Ambassadors. These students are 5<sup>th</sup> graders who serve as the face of Slater to students, parents, and community members. They model positive behavior around the school campus and demonstrate leadership qualities at all times. AVID Ambassadors demonstrate integrity and kindness in and out of the classroom and serve as role models to the rest of the student body.

Students in Mrs. Withee's STEM class sure love the class pets: Shelly Mrytle the turtle and the fish in the tank. STEM students also use the feeling bottles to further inquire about liquid density. The STEM classroom is always overflowing with opportunities for engaging inquiry and higher level thinking! (CCI Indicator 1.4: Higher-Level Thinking)



Mrs. Crawford's first grade class enjoyed their class reward of watching a movie and eating popcorn! The first graders worked really hard together to fill the reward jar with stars! The 1st graders earn stars by showing kindness, following school rules, and achieving math and reading goals!! (CCI Indicator 1.12: WICOR Strategies)



Students in Mrs. Withee's STEM class read to each other from one of the many books on ocean animals. Students observed the photos, asked various questions, and engaged with non-fiction texts that related to the topic! (CCI Indicator 1.11: Critical Reading Process)



Having a Royal Reader (parent volunteer) read to Mrs. Davis's Kindergarten class connects the home and school environments, showing students that a lifelong love of learning is a community value supported by their families! (CCI Indicator 4.3: Community Activities)



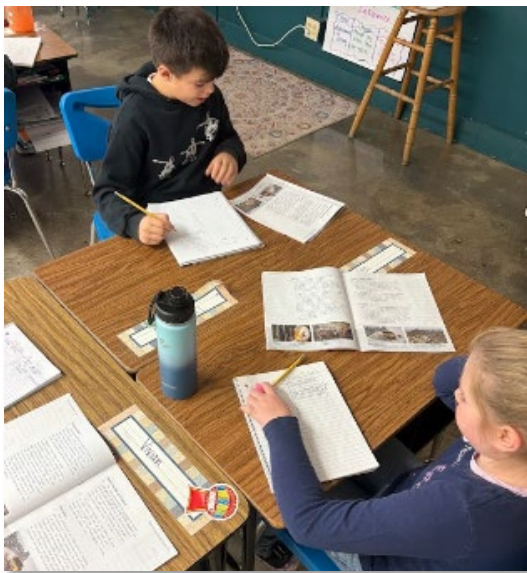
Slater STEM students work cooperatively to make large floor puzzles of ocean animals. (CCI Indicator 1.8: Structures for Collaboration)



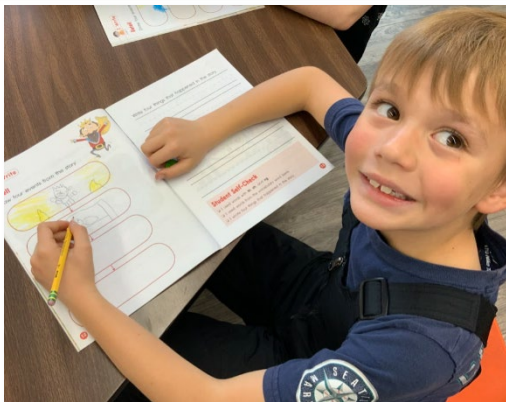
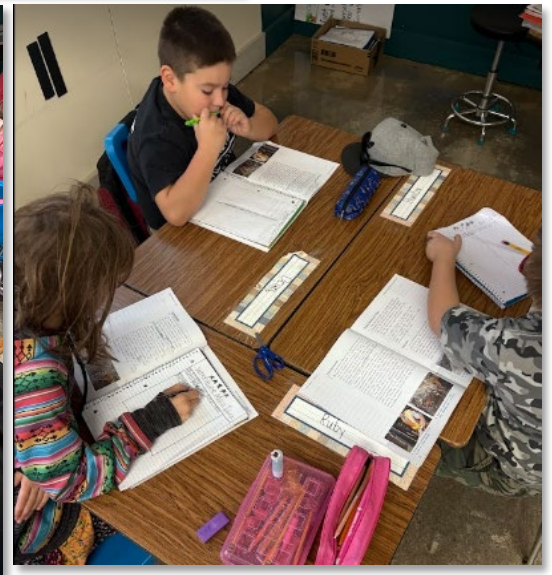
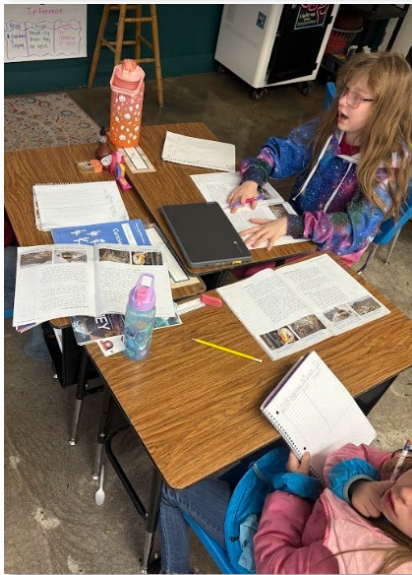
Mrs. Crawford's first grade class worked on improving their comprehension skills by completing a sequence of events chart. (CCI Indicator 1.1: Learning Through Writing)



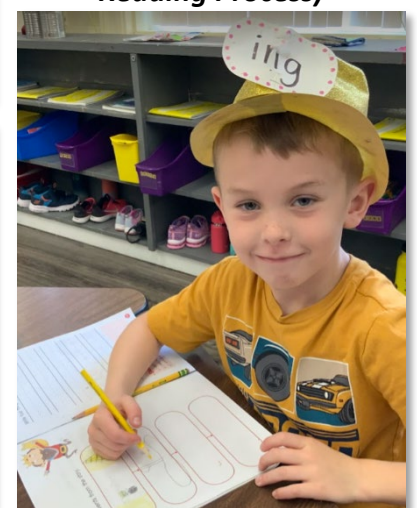




**Ms. Tibbetts' fourth grade class participated in group work and notetaking to determine the main idea in their reading. (CCI Indicator 1.3: Focused Note-Taking)**



**Mr. Oliver's first graders wrote and drew as they identified the sequence of events within a story. This was great practice annotating a text and comprehending what was read! (CCI Indicator 1.11: Critical Reading Process)**





Students in Miss Howes' fifth grade class worked collaboratively to memorize statutory speeches for their final presentation in December. Presentations will be on December 12<sup>th</sup> at 11:00. Come and see the hard work these students have put into their research and speeches! (CCI Indicator 1.6 & 12: Access Digital Information & WICOR Strategies)



Congratulations to Miss Ellibee's November Top Readers! These Kindergartners have been diligently working on improving comprehension skills and identifying main characters in our stories. It has been truly rewarding to witness these students develop a love for reading and grow in their ability to recognize familiar words in texts. Ms. Ellibee is incredibly proud of this group's progress and their dedication to strengthening their reading skills. (CCI Indicator 1.11: Critical Reading Process)



Ms. Hildebrand's first grade class took a field trip to the Harney County Library to experience the Native Innovations Exhibit! (CCI Indicator 1.12: WICOR Strategies)





Students use inquiry and cooperation to play a Japanese version of Tetris in Mrs. Withee's STEM classroom! (CCI Indicator 1.12: WICOR Strategies)



Mrs. Bertrand's fourth grade class worked on communicating and building teamwork through creating origami birds. Teamwork makes the dream work! (CCI Indicator 1.8: Structures for Collaboration)



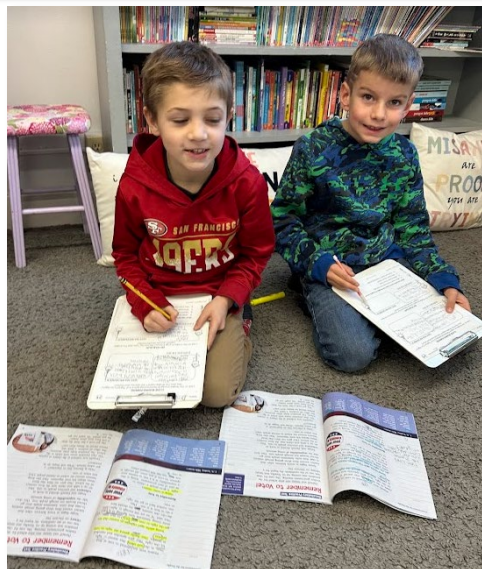
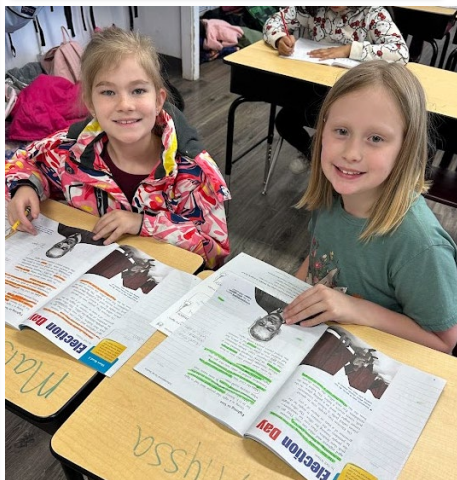
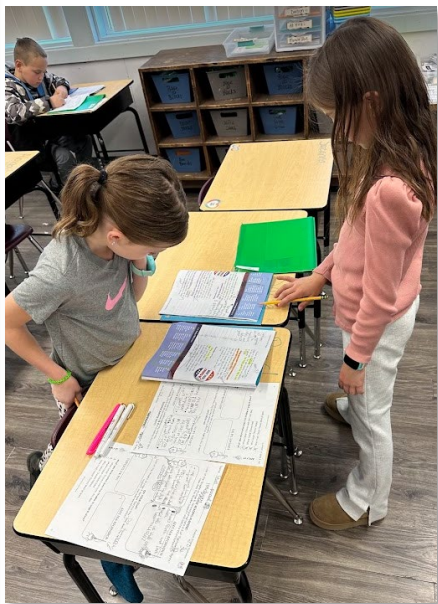
In celebrating Veteran's Day, Slater students worked cooperatively to fold the American flag. Students learned the symbolism of the stars & stripes and how to respect our flag. (CCI Indicator 1.8: Structures for Collaboration)



Mrs. Davis' kindergarten students were actively engaging with increasingly harder texts to build their reading and thinking skills. (CCI Indicator 1.11: Critical Reading Process)



Mrs. Davis's third graders were doing a partner read on an article called "Election Day." This is the 4th time students have read and interacted with this read. Students were specifically looking at the timeline to decide what information in the timeline supports information in the text and what new information is. Students engaged with all elements of WICOR! Students used graphic organizers, cited evidence, made connections, answered Costa's level 2 & 3 questions, read with partners, used folders, reflected on the essential question, marked and interacted with the text, and worked towards independence! (CCI Indicator 1.12: WICOR Strategies)



Students in Mrs. Knox's reading intervention groups practiced their skills of letter and sound recognition, CVC words, and sight words to create ornaments to decorate a Christmas tree. (CCI Indicator 1.12: WICOR)



Miss Weil's second graders read two versions of the story Stone Soup. Then they worked in small groups to compare and contrast two versions of the story. (CCI Indicator 1:1 & 11: Learning Through Writing & Critical Reading Process)



COMPARE AND CONTRAST STORIES	
TITLE: Stone Soup	TITLE: Button Soup
Setting: In the evening in a village.	Setting: At the uncle's house.
Problem: There wasn't enough food for the village.	Problem: The uncle would not share his food.
Resolution: The old man showed them how to share without their soup.	Resolution: The niece made her uncle share.



Mrs Huckins' fifth grade students participated in a Philosophical Chairs activity in Social Emotional Learning (SEL) class with Ms. Henshaw. This was part of a Wayfinder lesson about respectfully disagreeing. (CCI Indicator 1.8: Structures for Collaboration)



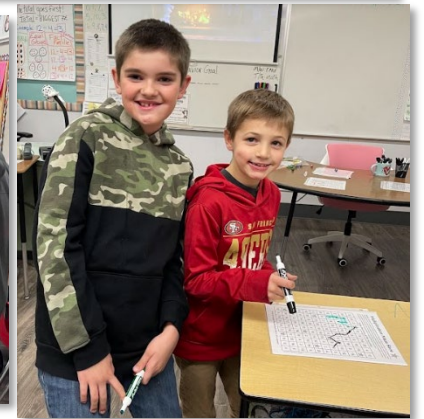
Mrs. Crawford's first grade class had an amazing opportunity to visit the Harney County Public Library to interact with the Native American exhibit! The students had a great time creating fishing poles, learning about cooking/making fire, basket weaving, and creating canoes out of clay! (CCI Indicator 1.12: WICOR Strategies)



Thank you, Burns Times Herald, for publishing the second grade Thanksgiving stories and tips from Mrs. Burns', Ms. Weil's, and Mrs. Wilke's classes! Students put a lot of effort into writing and publishing their work for everyone to enjoy! (CCI Indicator 1.2: Writing Process)



**Math and Technology Family Night was a great time! Thank you, teachers, for the hard work and dedication you put into this evening to create games, engage your students in many engaging math lessons, and ensure families would have something to take home. Thank you, families, for attending and spending quality time with us! Thank you Camille, Josey, and Aaron for volunteering your time to be part of this fun night! We even had visitors from Oregon Department of Education who attended and were so impressed with all the positivity, engagement, and involvement happening at Slater!! (CCI Indicator 4:3: Community Activities)**







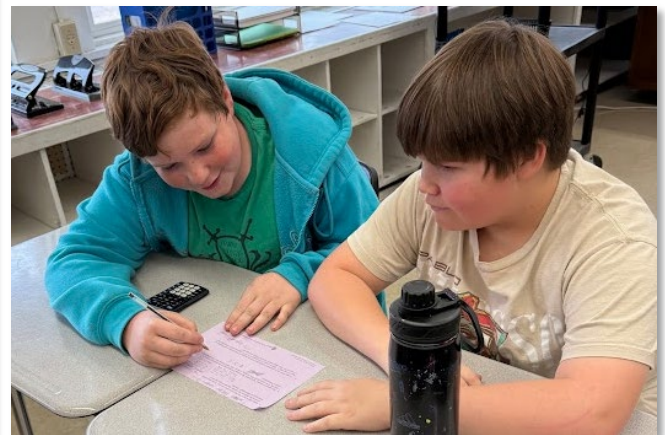
# AVID @ HMS



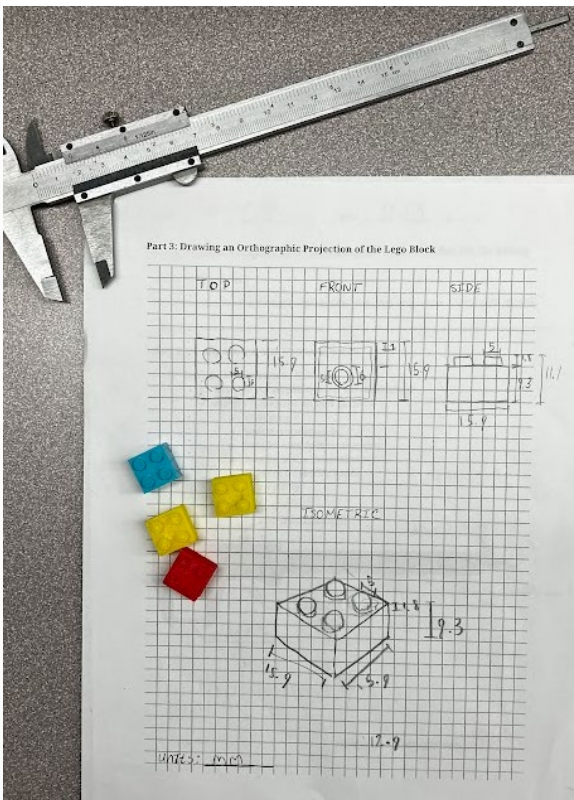
8th grade AVID Elective students in Mrs. Recanzone's class have been working diligently to create an AVID bulletin board to showcase work, news and information. (CCI Indicator 1:10: Leadership Skills)



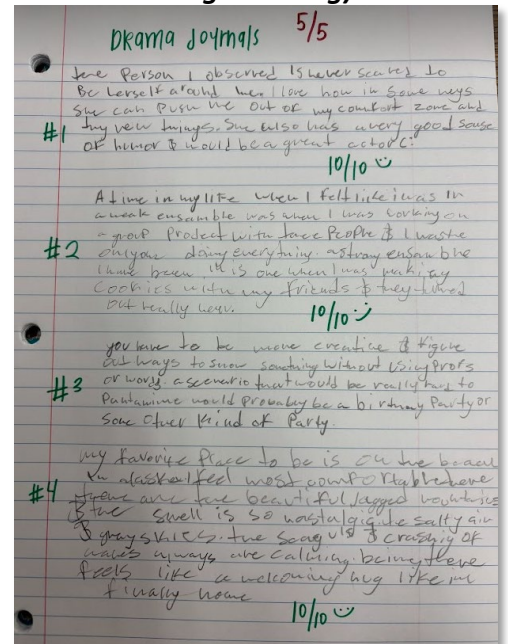
Students in Mrs. Ayling's math class participated in an engaging activity called "Climb the Ladder." Students worked with a partner to problem solve various math problems through 4 ladders and each ladder increased in difficulty. When finished with a ladder and if students got it 100% correct, they would get the next ladder and work together to complete all four! (CCI Indicator 1.8: Structure for Collaboration)



Students in Mr. Tiernan's class learned how to take accurate measurements, using Vernier calipers, of an object. They then used those measurements to create an Isometric drawing with dimensions to build an accurate 3D model from. Finally, they printed their model and tested its accuracy against the original. (CCI Indicator 1:15: WICOR Strategies)

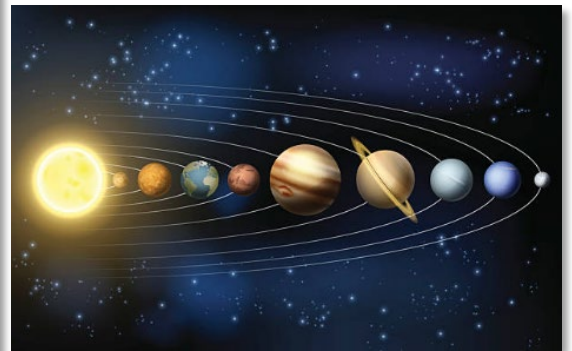
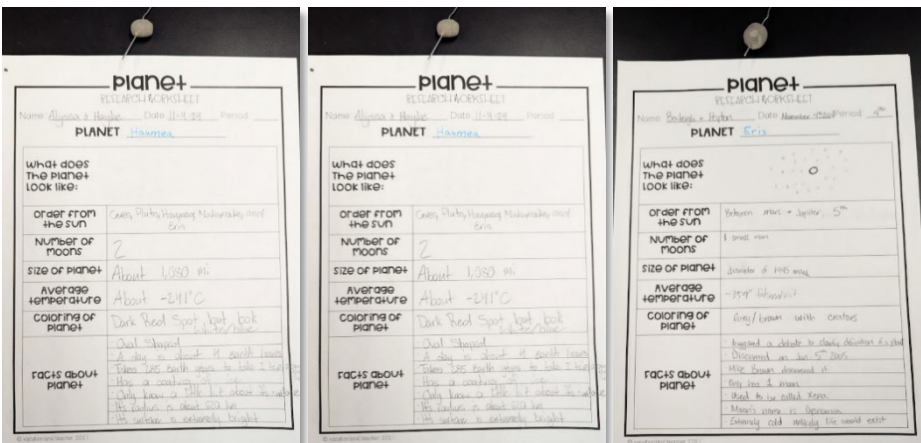
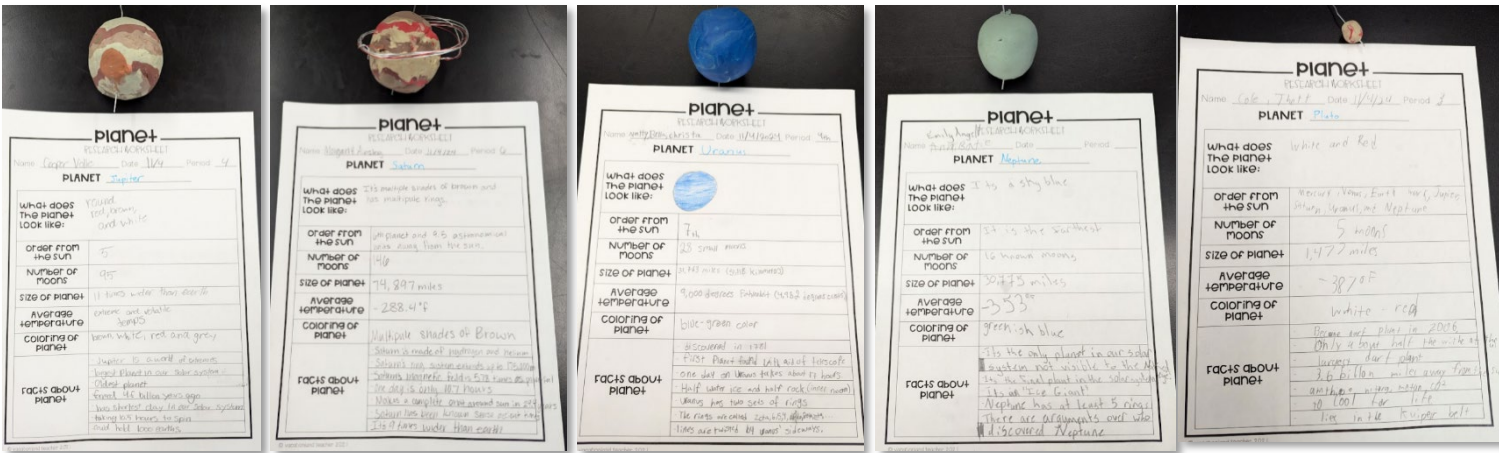
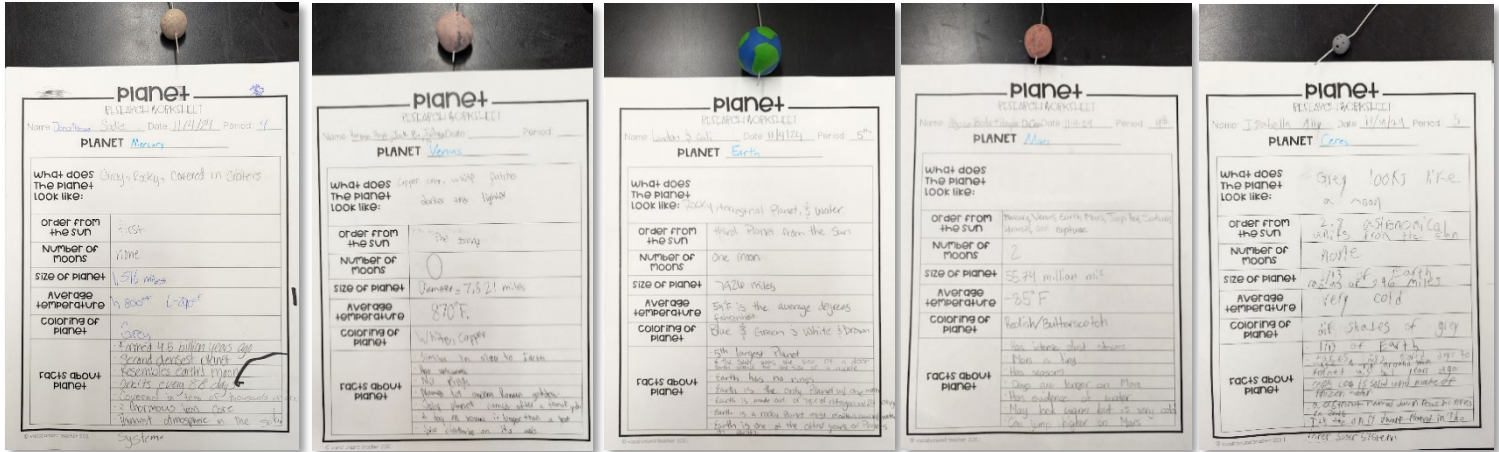


Students write weekly drama journal entries in Ms. Howes' drama class, encouraging writing and inquiry into acting techniques and brainstorming for playwriting. (CCI Indicator 1.1: Learning Through Writing)



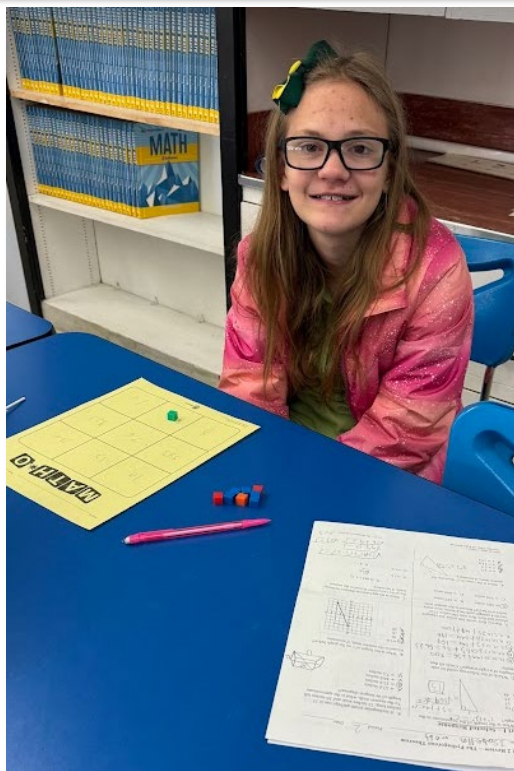


To end the Earth and Space Science Unit, Mrs. Sorenson's students were assigned different planets/dwarf planets to research and create a scale model of. They then used the information gathered by peers to complete a planet scavenger hunt/guess who. Through this lesson, students developed and used models, learned the role of gravity in the universe, created scale models. Students engaged in all elements of WICOR by determining the most important "fun facts" about their planet to record and share on their poster, using the inquiry process to determine what primary colors mixed together to create the color needed for their planet, used information presented by different groups to complete the planet scavenger hunt/guess who, worked in partners or triads to research and create their model, students collected and recorded information in a planet note catcher, and read about the planets on the NASA website as well as searching for other valid resources. What an engaging and rigorous experience! (CCI Indicator 1.15: WICOR Strategies)





Mrs. Ayling's math students completed a page of math problems then decided where to put those answers on a "matho" (bingo) page and play the game as a class! (CCI Indicator 1.4: Higher-Level Thinking)



8th Grade AVID Elective students designed shirts for their class to promote AVID at the middle school. They sure turned out fantastic!



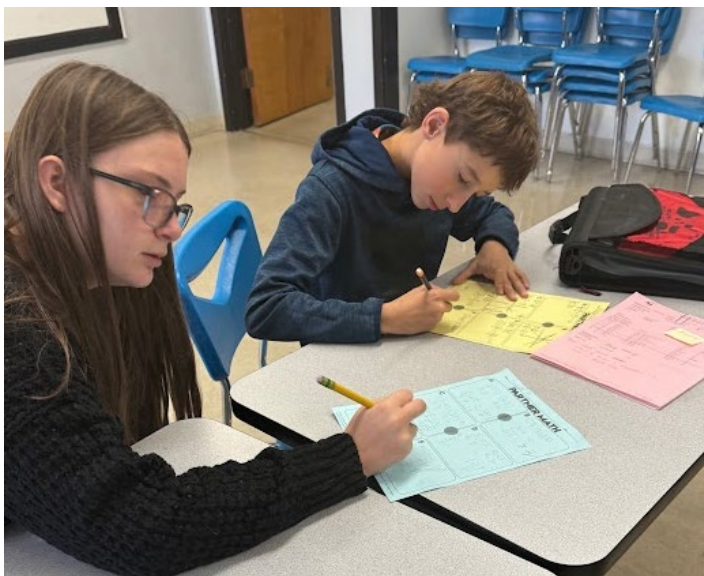
Hines Middle School students earned an incredible opportunity to visit the Crystal Crane Hot Springs as a Quarter 1 incentive. Students earned this opportunity by having good attendance, grades, and behavior! Keep up the great work! (CCI Indicator 2.19: Academic Support Structures and Rigorous Instructional Practices)





Paired by skill level, students in Mrs. Ayling's math class were given two problems to work together. After 5 minutes, the yellow partner was to go find a different blue partner. The students compared answers on previous problems and initialed each other's page if answers were the same. If the answers were different, students determined why they were not the same and problem-solved together to figure out the correct solution. The new pairs were then given two more new problems solve and the rotation continued.

*(CCI Indicator 1.8: Structures for Collaboration)*



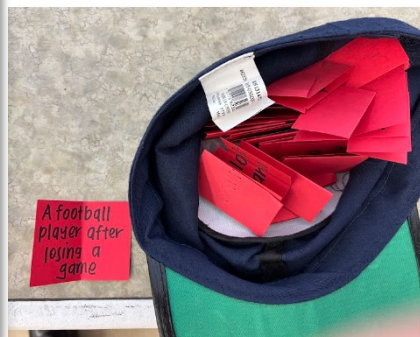
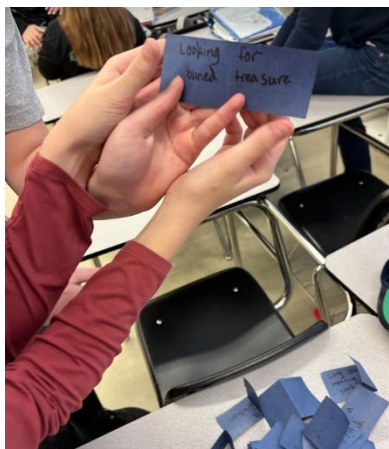
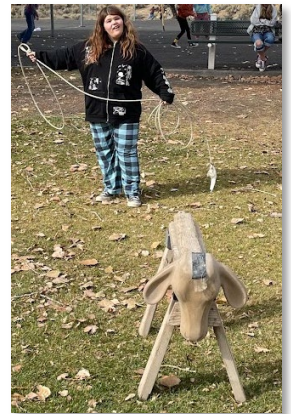
Mrs. Recanzone's 8th grade AVID Elective students worked collaboratively to organize HMS Scottie shirts for all students! Way to encourage school spirit and Scottie pride! *(CCI Indicator 1.8: Structures for Collaboration)*



They also worked collaboratively to plan a schoolwide holiday movie and treats afternoon!

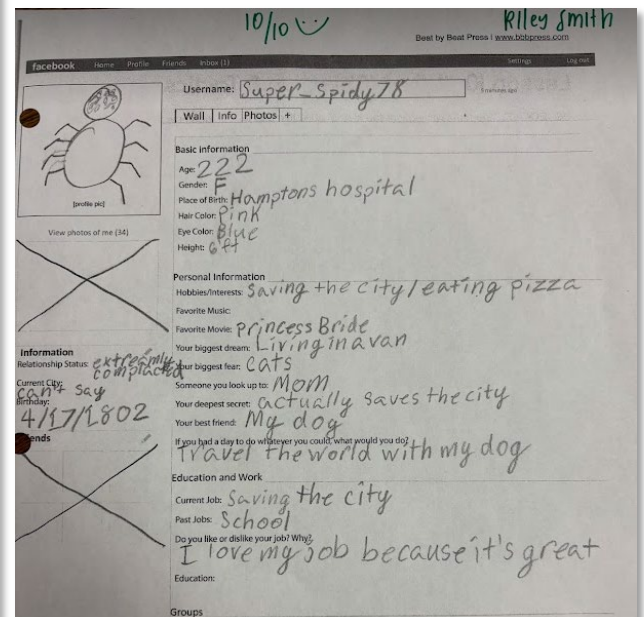


8th Grade AVID Elective students in Mrs. Recanzone's class always help set up and take down the recess activity of the week. On this week, Landon and Sage chose to engage their peers in roping! They got to share about their knowledge and let others know more about themselves. This was a wonderful experience and a great way for everyone to learn more about the process, build relational capacity, understand the purpose, and have a greater appreciation for the art of roping and the careers it supports! (CCI Indicator 1.10: Leadership Skills)



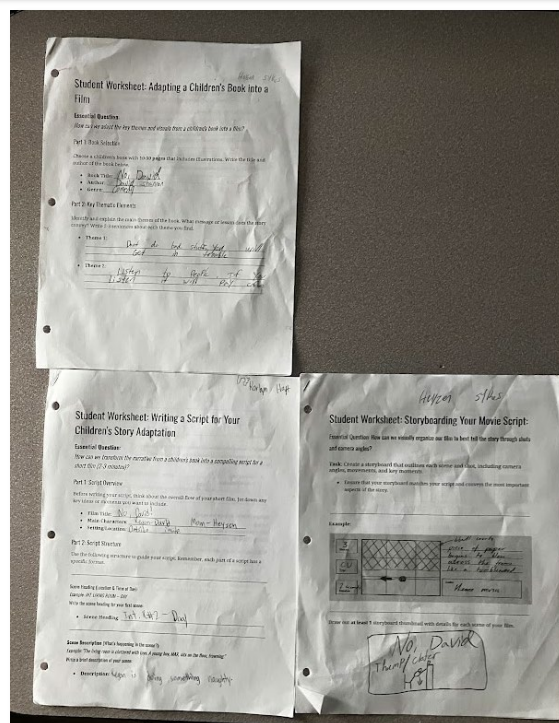
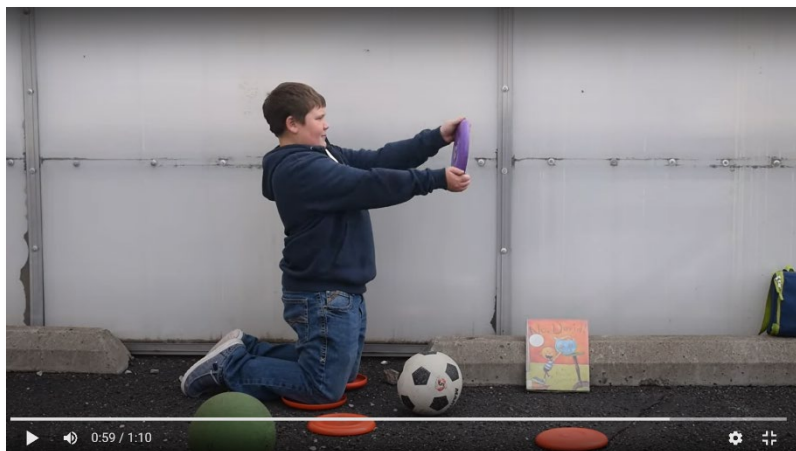
Students drew a character out of the hat and used improvisation to communicate the character through body language, minimal dialogue and props, and with facial expressions through character development exercises in Ms. Howes' drama classes! (CCI Indicator 1.3: Focused Note-taking)

Ms. Howes' drama class applies writing skills to demonstrate creativity in interpreting a character and their qualities by producing a social media page for them. Here is a student example of their Character Facebook Profile! (CCI Indicator 1.1: Learning Through Writing)





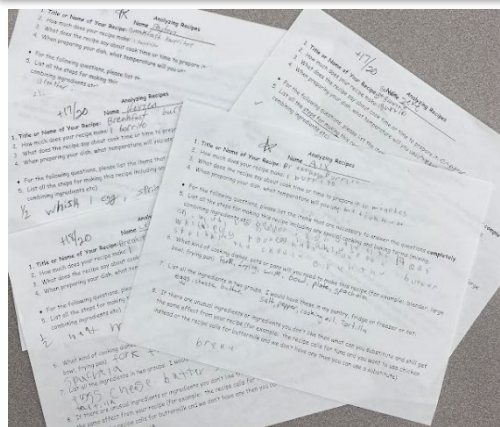
Students in Mr. Tiernan's Movie Making class collaborated in small groups to adapt a children's book into a short film. They analyzed the story for key thematic elements, wrote a script, and drew a storyboard for their film. Students then filmed a 1-3 minute movie adaptation. (CCI Indicator 1.6 & 8: Access Digital Information & Structures for Collaboration)



Essential Question  
EQ: What will happen if you don't take time to "analyze" a recipe?

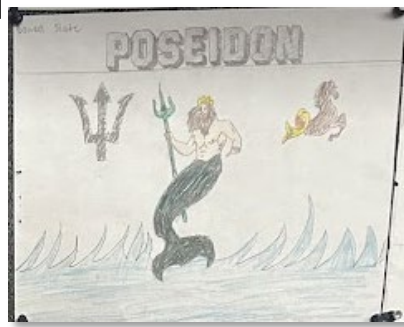


Students in Mrs. Andersson's Home Ec class were graded on how well they worked with their cooking team members. They needed to work together to gather ingredients, make their food items and the clean up when they finished. Students discussed the Essential Question about the consequences of not analyzing a recipe. Students discussed that it is possible that the food item turns out just fine if you do not analyze the recipe, but it's a chance that a chef takes when preparing to cook. Students discussed what could possibly go wrong if a person chose to not analyze the recipe. (CCI Indicator 1.1 & 8: Learning Through Writing & Structures for Collaboration)

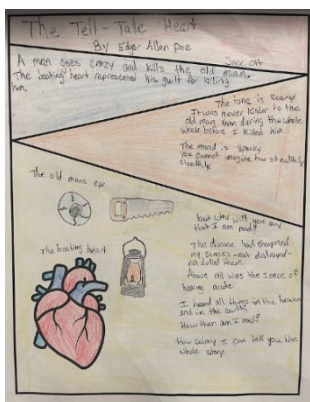
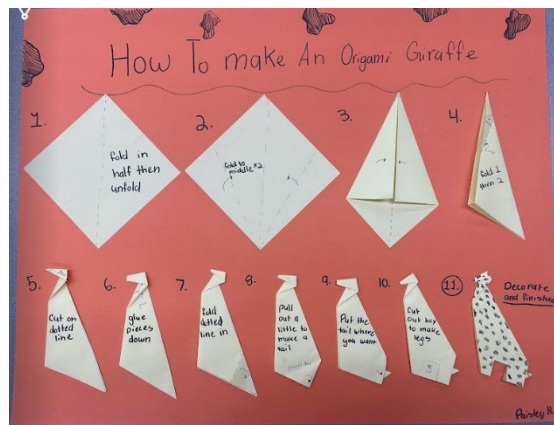
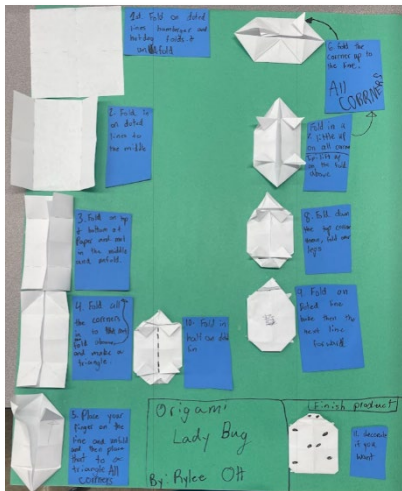




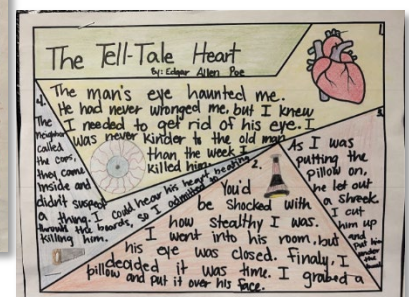
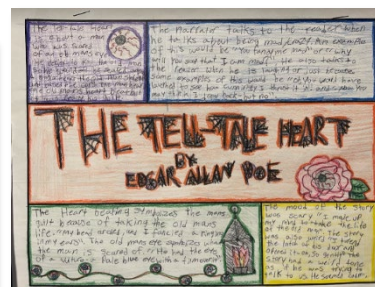
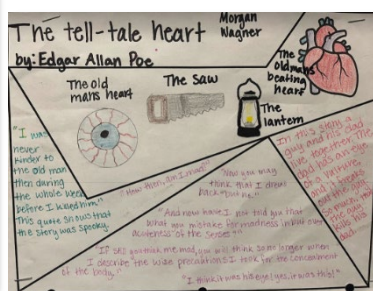
Students in Mr. Jones' Social Studies I class were tasked with a creative role-playing project that involved researching and selecting a Greek city-state to represent as a Greek Hoplite. Each student wrote and presented a paragraph explaining their choice of city-state, delving into its historical significance, culture, and contributions to ancient Greece. In addition to the written component, students designed their own hoplite shields, allowing them to express their understanding of Greek heritage visually. They had two options for their designs: they could either create a unique shield that reflected early Greek history, showcasing personal interpretations and individual creativity, or they could adopt the more uniform design of their chosen city-state, representing the later Greek period's emphasis on cohesion and collective identity among the city-states. This project not only enhanced their research and presentation skills but also fostered a deeper appreciation for the rich tapestry of Greek history and the role of hoplites in ancient warfare. (CCI Indicator 1.15: WICOR Strategies)



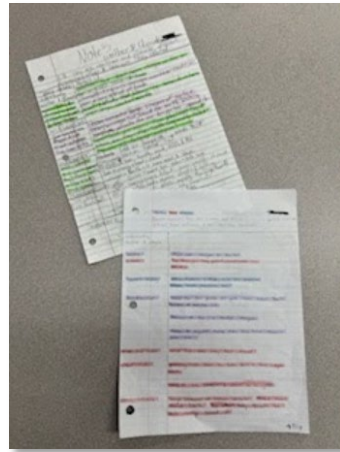
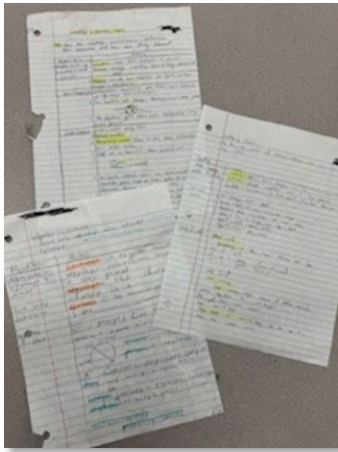
Students in Mrs. Bull's Multi-Media class created "How-To" posters to show the step-by-step process to create an origami object. Students then had to visit each poster and attempt to create the origami based on the instructions provided. Students then gave feedback to each other to refine their work. What a fun project! (CCI Indicator 1.4: Higher-Level Thinking)



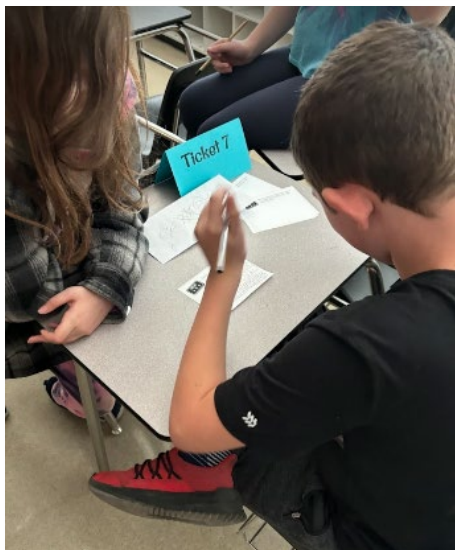
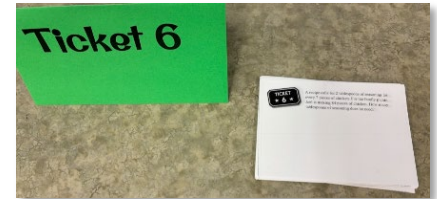
Ms. Hughes' 8th graders created a one-pager in ELA class to conclude the unit on The Tell Tale Heart. (CCI Indicator 1.3: Focused Note-taking)







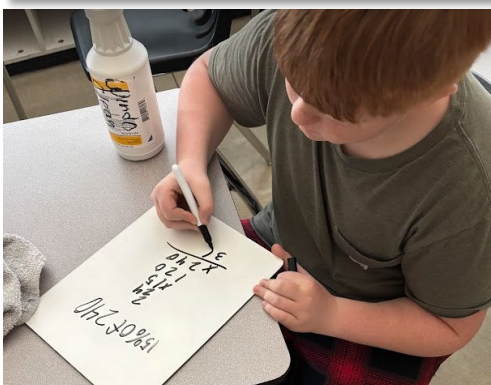
In social studies, 7th graders in Ms. Doty's class practiced focused note-taking. Each student took turns reading a paragraph aloud, after which the class discussed key information to include in their notes, focusing on using their own words. Students then paired up to review and refine their notes and worked together to answer the essential question: "How are weather and climate different from each other, and how are they related?" (CCI Indicator 1.3: Focused Note-Taking)



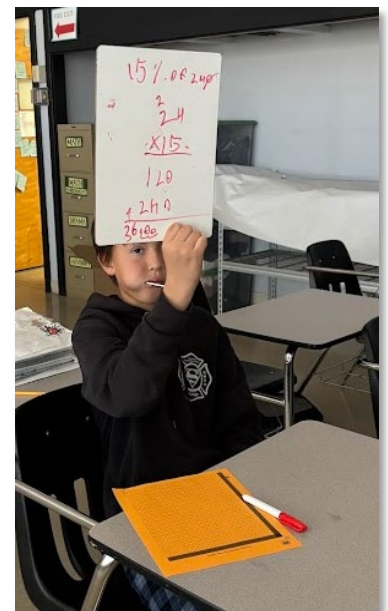
Students engaged in a "Ticket Time" game station in Ms. Howes' math class where student pairs and teams competed to finish each ticket station first. Students worked collaboratively to problem-solve! (CCI Indicator 1.8: Structures for Collaboration)



**ESSENTIAL QUESTION:** *math 1* How can learning about percentages help me in everyday life? (money, discounts, grades, etc.)



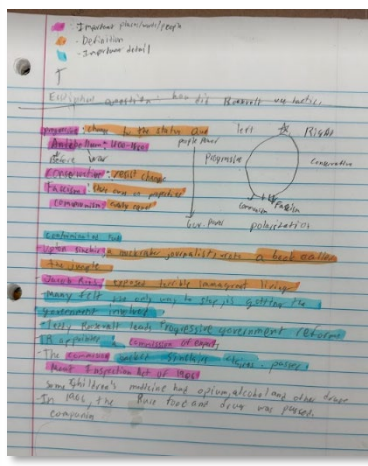
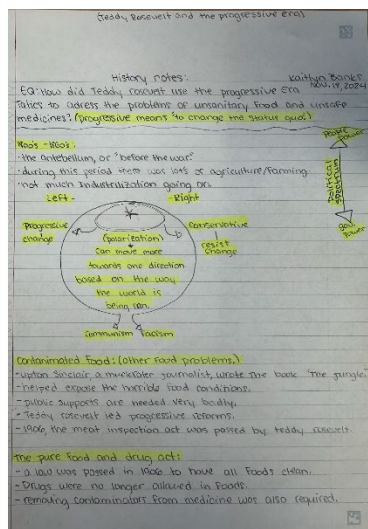
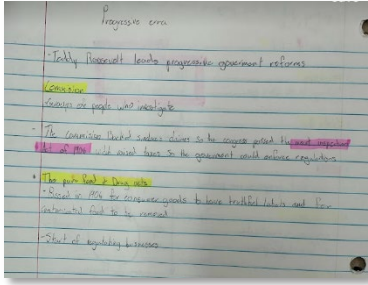
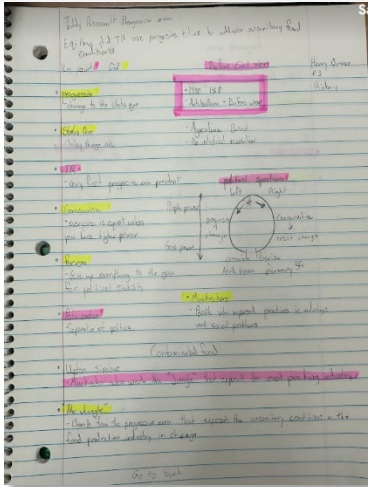
Students in Ms. Howes' math class worked collaboratively in "Whiteboard Races" to answer math questions regarding percentages of numbers as quickly as possible, requiring students to inquire about more efficient ways to problem solve that are equally effective (i.e. multiplying without decimals first and moving decimal twice once they get their answer). The essential question focus demonstrates the applicability of finding percentages in real-life and where student might use them in the future. (CCI Indicator 1.8: Structures for Collaboration)



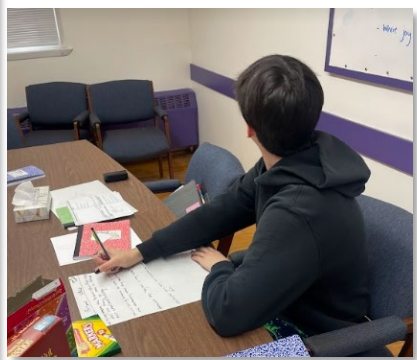
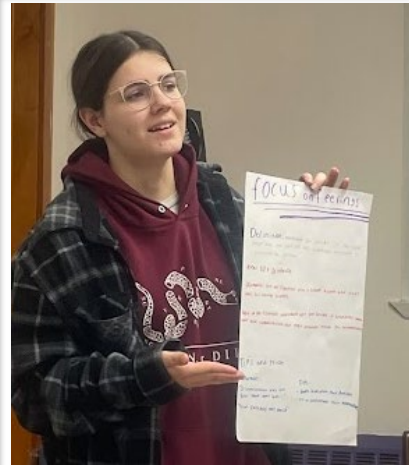




# AVID @ BHS



**Wow! Look at those organized and tidy notes! Students in 11<sup>th</sup> grade US History with Mrs. Wassom-Paul learned about Teddy Roosevelt and the Progressive Era. They worked on taking high-quality notes, highlighting and crafting a "key" to identify key points and vocabulary words. The Essential Question for the lesson was, "How did Teddy Roosevelt use progressive era tactics to address unsanitary food and medicine conditions?" The notes were then used to complete a review worksheet and ultimately prepare for a quiz on the lesson content. This Focused Note activity emphasized writing, inquiry, and organization skills. (CCI Indicator 1.3: Focused Note-Taking)**

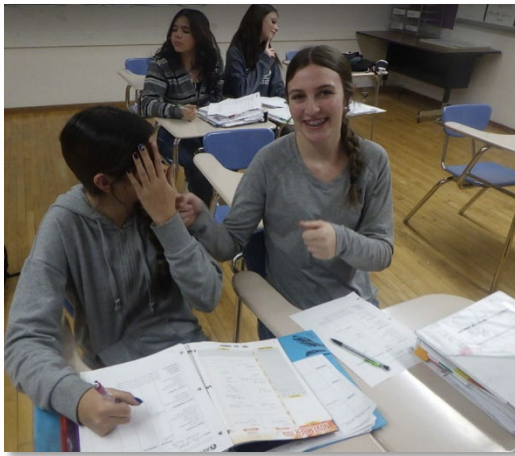


**Students in Personal Wellness were using WICOR strategies to create posters and presentations about Five Techniques for De-Escalation. Each student was given one of the following:**

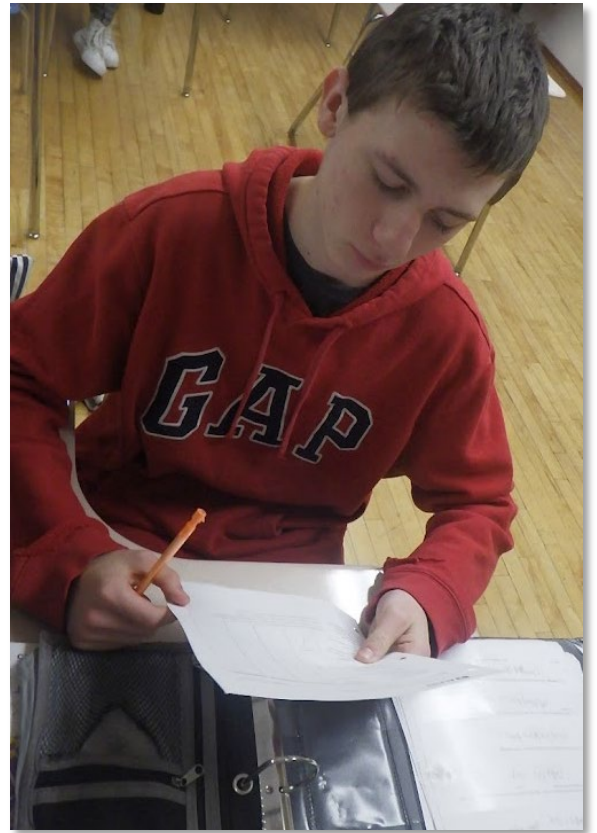
- Be Empathetic and Non-Judgmental:** Understand that a person's feelings are real, regardless of whether or not you feel that they are justified.
- Respect Personal Space:** Be aware of your position, posture, and proximity to the person in distress. Giving them personal space shows respect and decreases the person's anxiety, while keeping you safe.
- Keep Your Emotional Brain in Check:** Remain calm, rational, and friendly. Remember that you cannot control the other person's behavior, but you can choose how you respond to it.
- Focus on Feelings:** Facts are always important, but in this moment of high stress it is how the person feels that is at the heart of the matter. Using supportive words lets the person know that you understand what is happening.
- Allow Time for Decisions:** When a person is upset they often are not able to think clearly. Giving them a few moments to think through their actions and what you have said. People only feel more stressed when they are rushed, and by giving time, you are enabling them to calm down.

**Then students created a presentation to explain what the method is and how to use it in different scenarios. (CCI Indicator 1.15: WICOR Strategies)**

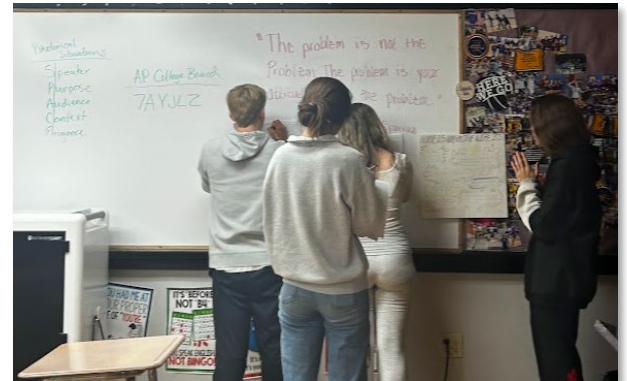
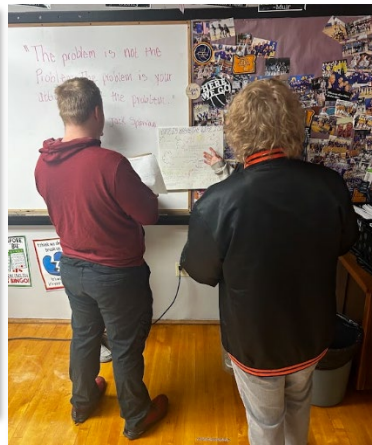
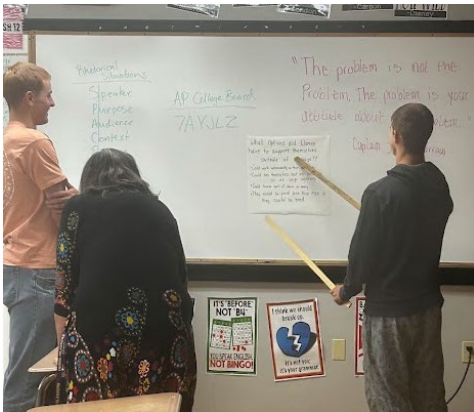




Students in Freshman AVID with Mr. Young were working on assessing their organization in peer groups. This was a follow up from the organizational unit students completed earlier in the year to ensure that student organization continues to build and avoid complacency. (CCI Indicator 1.11: AVID Organizational Methods)



English 12 students in Ms. Toney's class researched women of the middle ages in relation to the short story, "The Canterbury Tales: The Wife of the Bath Tales." Students broke into groups to research certain aspects of women during the middle ages. Groups created a poster of their research to present to other groups. Then, groups actively participated in a "Gallery Walk." (CCI Indicator 1.5 & 11: Structures for Inquiry & Critical Reading Process)



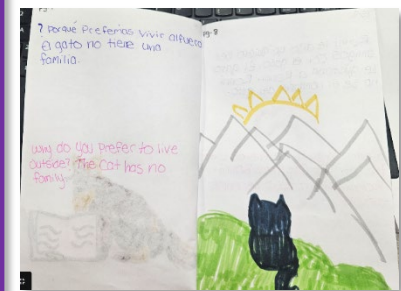
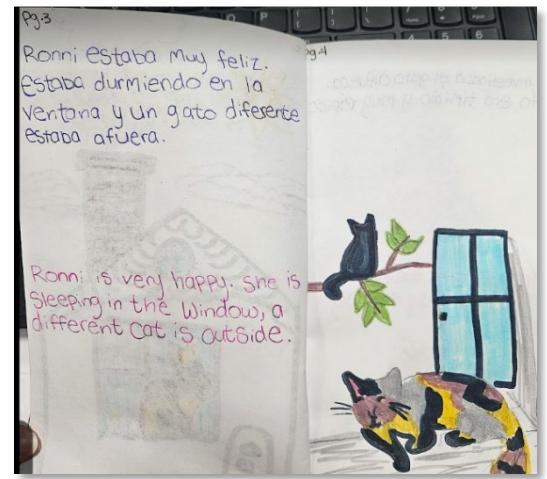


In Mr. Horrell's Woods 1 & 2 classes, students created individual projects according to a rubric. This project required much planning, goal setting, and inquiry. Students had to record their dimensions, the species of wood used, the woodworking joints used, and how the machines were utilized to create their project. Students produced unique and amazing creations! Featured here are a couple jewelry boxes and a nightstand. (CCI Indicator 1.12: WICOR Strategies)



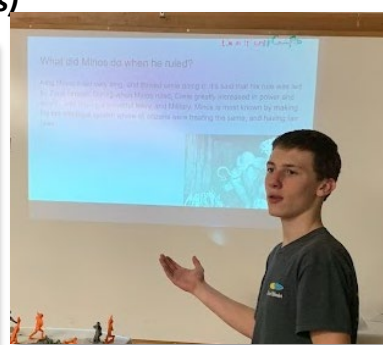
**Project Scoring Guide**

Scoring Guide	Strategy	Dimensions & Hardware	Finish & Appearance
A	Project is sanded smooth. No writing or saw marks are visible.	All joints fit tight and are square. Hardware is square, not damaged and works well.	The finish is smooth. It has the appearance of something you would purchase in a store.
B	Project is sanded smooth. Some sanding marks are visible. There are no saw marks visible.	Joints may have small gaps. Joints might be slightly out of square. Hardware is slightly out of square or has small defects.	Finish is smooth with small imperfections. It has the appearance of something you might purchase in a store.
C	Project is sanded smooth. Some sanding marks are visible. There are some saw marks visible. There are pencil lines visible.	Joints may have medium to large gaps and/or the box may be slightly out of square. Hardware is visibly out of square or has very noticeable defects.	The finish is not buffed smooth.
D	Project is sanded smooth. Many sanding marks are visible. There are some saw marks visible. The bottom is not sanded using the app.	Joints have unacceptable gaps. The box is visibly out of square. The hardware is almost non-functional or severely damaged.	Not Applicable
F	Project is incomplete.	Project is incomplete.	Project is incomplete.



Students in Mr. Moss's Spanish class created bilingual children's stories! (CCI Indicator 1.1: Learning Through Writing)

9th grade students in Mrs. Banks' English class were learning about Greek Mythology. During this unit they had the opportunity to reenact the Trojan War (with desks and paper...), research a Greek character, and share a 5 minute presentation with their class. Finally, these students will read Homer's "The Odyssey" and learn about the Hero's journey as the character of Odysseus travels home. (CCI Indicator 1.11: Critical Reading Process)







Sophomore AVID Elective students are hosting a great night for children! Plan a night out while your kids have some holiday fun!

Sign your child up by emailing Mr. Ellibee letting him know how many children you would like to sign up and if you have further questions.

[SamEllibee@hcsd3.org](mailto:SamEllibee@hcsd3.org)

Junior AVID Elective students are running a Stuffed Toy Drive and would love your participation!

Donations are accepted through Dec. 16<sup>th</sup> at Safeway, Harney County Court House, and Burns High School.

A festive poster for a 'Stuffed Toy Drive' event. The top border is decorated with a green holly branch, red berries, and red and white striped ornaments. The main text is centered and reads: 'BHS JUNIOR AVID ELECTIVE CLASS STUFFED TOY DRIVE'. Below this, it says 'Give Joy to Kids' and 'Accepting Donation Through MONDAY, 16 DECEMBER 2024'. A green banner with the date is prominently displayed. Underneath, it lists 'Drop Box Locations' as 'Safeway', 'Harney Co. Court House', and 'Burns High School'. At the bottom, it states: 'Toys will be distributed to children in traumatic situations by Harney County law enforcement and EMS'. The poster is decorated with illustrations of a brown reindeer on the left and a brown teddy bear on the right, both wearing red scarves. The Canva logo is visible in the background.

## BHS JUNIOR AVID ELECTIVE CLASS STUFFED TOY DRIVE

Give Joy to Kids  
Accepting Donation Through

MONDAY, 16 DECEMBER 2024

Drop Box  
Locations

Safeway  
Harney Co. Court House  
Burns High School

Toys will be distributed to children in traumatic situations by Harney County law enforcement and EMS





Robert, Erin, Taci, and Becca had a great opportunity to attend a training in San Diego, at the AVID Center, to align district initiatives, celebrate current best practices, and create plans to ensure the sustainability of AVID! (CCI Indicator 3.8: Address Barriers in Accessing Relevant and Challenging Learning Opportunities)



Teachers from Slater, Hines Middle, and Burns High School all engaged in a professional development opportunity to collaborate and align instructional practices as a district. These dedicated and amazing teachers make these days of learning so purposeful, filled with great conversation, and fun! (CCI Indicator 3.40: Professional Learning in AVID Strategies and Structures)

