



**Welcome AVID parents!**



# The Mission of AVID

The *mission* of AVID is to ensure that **ALL** students, and most especially the least served students who are in the middle:

- will succeed in rigorous curriculum,
- will complete a rigorous college preparatory path,
- will enter mainstream activities of the school,
- will increase their enrollment in four-year colleges, and
- will become educated and responsible participants and leaders in a democratic society.

**AVID's systemic approach is designed to support students and educators as they increase schoolwide/districtwide learning and performance.**





## **The AVID Student Profile**

### **Students with Academic Potential**

- Average to High Test Scores
- 2.0–3.5 GPA
- College Potential with Support
- Desire and Determination

### **Who Meet One or More of the Following Criteria**

- First Generation in Family to Attend College
- Historically Underserved in Four-Year Colleges
- Low Income
- Special Circumstances



## Sample Week in the AVID Elective Daily or Block Schedule

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AVID Curriculum	Tutorials	AVID Curriculum	Tutorials	Binder Evaluation Field Trips Media Center Speakers Motivational Activities (within block)
Combination for Block Schedule		Combination for Block Schedule		

**AVID Curriculum includes:**

- *Strategies for Success*
- *College and Careers*
- *Writing Curriculum*
- Oral language/public speaking
- Note-taking practice
- Test preparation
- Research
- WICR activities

**AVID Tutorials include:**

- Collaborative study groups
- Problem solving
- Note-taking
- Higher-level thinking questions
- WICR strategies
- Reflection and evaluation

**Motivational Activities include:**

- Speakers
- Field trips
- Philosophical chairs/Socratic Seminar
- Team building
- Media Center/Career Center
- Other motivational activities that support AVID goals



# WICR

## Writing

- Learning Logs/Journals
- Cornell notes
- Prewrite
- Draft
- Respond
- Revise
- Edit
- Final Draft

## Collaboration

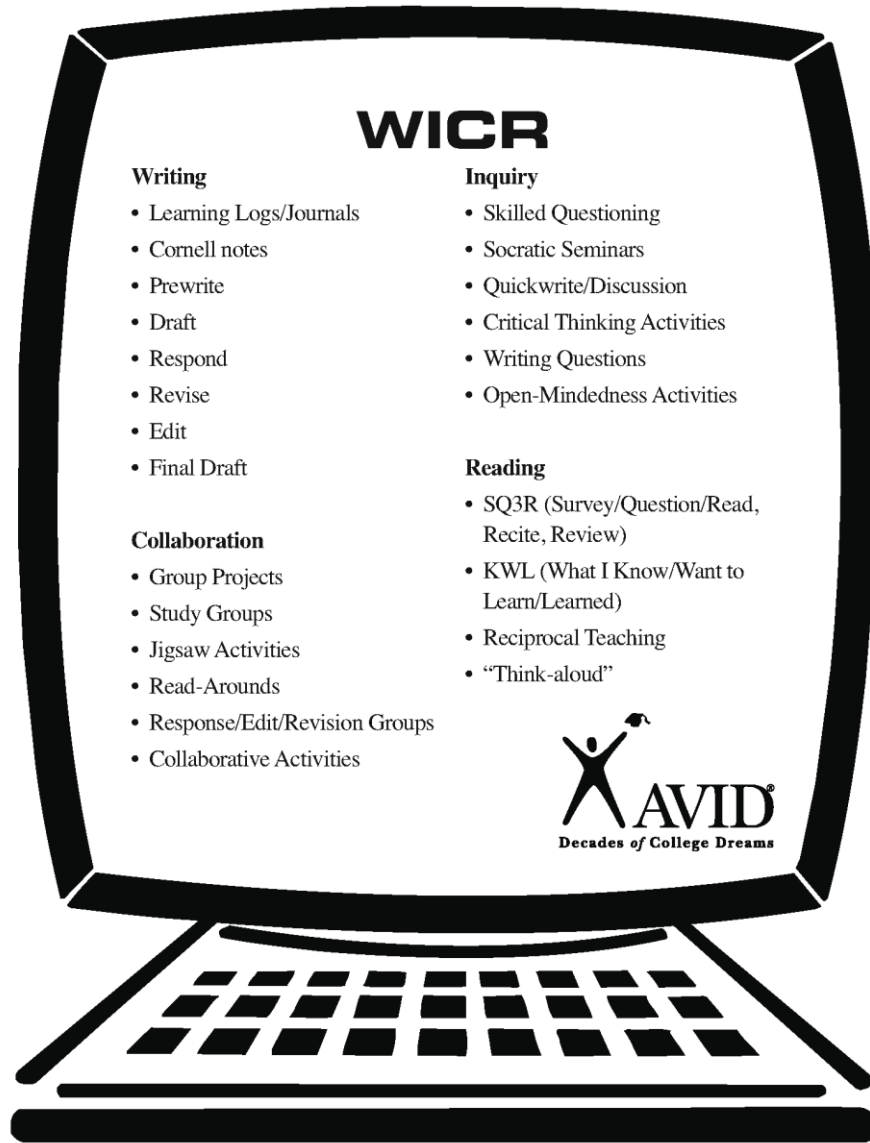
- Group Projects
- Study Groups
- Jigsaw Activities
- Read-Arounds
- Response/Edit/Revision Groups
- Collaborative Activities

## Inquiry

- Skilled Questioning
- Socratic Seminars
- Quickwrite/Discussion
- Critical Thinking Activities
- Writing Questions
- Open-Mindedness Activities

## Reading

- SQ3R (Survey/Question/Read, Recite, Review)
- KWL (What I Know/Want to Learn/Learned)
- Reciprocal Teaching
- “Think-aloud”



# New this year:



- Mandatory community service
  - ▣ 8 hours per semester
  - ▣ Suggestions?
- Revised Tutorial Request Forms
- Grants requested


# AVID's "Big Three"



1. Cornell Notes
2. AVID Binder
3. Tutorials

# Cornell Notes

A blank PDF version of  
Cornell note paper can be  
found on the MHS  
website, and on Mrs.  
Watson's website  
[www.watsonmhs.weebly.com](http://www.watsonmhs.weebly.com)

	Topic/Objective:	Name:
		Class/Period:
		Date:
Essential Question:		
Questions:	Notes:	
Summary:		



# Cornell Notes:



- Reinforce learning because students process the information at least three times
- Can be used as a study/review tool
- Can be taken over a lecture, video, textbook or website
- Are taught campus-wide

*AVID students are required to take at least 8 pages of Cornell notes per week.*

#2 - Why do we  
have to lug these  
things around  
anyway?

Big binders, explained

# Why one binder?



- Students have all needed materials at all times
- Encourages organization, not just “gathering” of supplies
- Instills pride and confidence
- Allows students to access material quickly and easily
- Should be easier with new schedule

# The AVID binder



- Student binders are checked weekly, but unannounced binder checks can happen at any time
- Contains notes, handouts and graded papers for all core subjects, plus AVID, foreign languages and other subjects as needed
- Can be altered with teacher approval if core teachers have other binder requirements

Last, but not least....

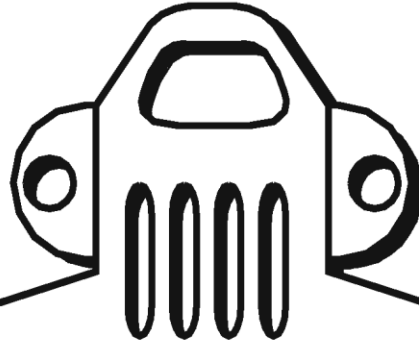


# Tutorials

# Tutorials



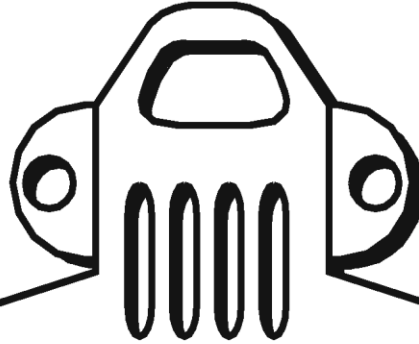
- Twice a week
- Facilitated by college-age tutors
- Foster inquiry skills
- Are based on Costa's Three Levels of Questions
- Are a supplement to, but not a replacement for, tutoring by core subject teachers



## **Ways to Help Your Student At Home #1** ***Showing Interest in His/Her Progress***

- Talk to your student about school.
- Be aware of your student's classes and his/her performance in each. Praise your student's strengths, and help him/her find ways to improve in areas of weakness.
- Ask to look at your student's binder.
- Review your student's tutorial request forms to see what kinds of questions he/she is asking in class.
- Find out who your student's friends are.
- Be enthusiastic and supportive. Your student's participation in AVID will keep him/her motivated and excited about reaching the goal of attending a four-year college or university.





## **Ways to Help Your Student At Home #2** ***Encouraging Good Study Habits***

- Provide a quiet place free of noise and distractions where your student can study and do his/her homework.
- Show that you care by asking your student what topic(s) he/she is studying in a particular class.
- Be positive and give praise when your student takes notes.
- Be an audience for your student—listen as he/she recites or shares what he/she is reading.
- Ask questions to help your student clarify or think more deeply about what he/she is reading.
- Volunteer to help your student prepare for tests by asking the questions he/she has written from lecture or textbook notes.





# How can you help support the MHS AVID program?



- Suggest guest speakers about motivational or career-related topics
- Help with fundraising
- Be an advocate for the program
- Be a part of a parent support group to plan celebratory events. Please sign up if interested!
- Senior parents – please stay for a brief update specific to your student