



AVID

Advancement via Individual Determination

Mission of AVID



AVID's mission is to close the opportunity gap by preparing all students for college and career readiness and success in a global society.



EVERY CHILD, EVERY DAY.

Secondary vs Elementary



The language used in AVID classrooms changes as students move to secondary schools.

EVERY CHILD, EVERY DAY.

AVID LANGUAGE

SECONDARY → **ELEMENTARY**

ADVANCEMENT	→	MOVING UP
VIA	→	THROUGH
INDIVIDUAL	→	YOUR OWN
DETERMINATION	→	HARD WORK

Teaching strategies in school on how to be successful as you grow up!

AVID in Spartanburg Five



Spartanburg Five is an AVID District, as opposed to a district that has an AVID program.

ALL schools are involved in AVID, Kindergarten through 12th grade.

More than 10,000 students are exposed to AVID by
800+ certified staff on a daily basis.



EVERY CHILD, EVERY DAY.

Four AVID Domains



LEADERSHIP: maintaining a common vision, language and expectations, while modeling strategies, and keeping AVID as our focus.

INSTRUCTION: insisting on rigor, goal setting, scaffolded learning, 21st Century skills and high expectations.

CULTURE: college and/or career driven, family and community involvement, guest speakers and field trips.

SYSTEMS: site team visits, AVID Elective classes (MS/HS), data collection, master scheduling, systemic tutoring and professional development.

Training Summary



As of June 2023, 97% K5 - 12th grade core content teachers were trained in their specific AVID path.

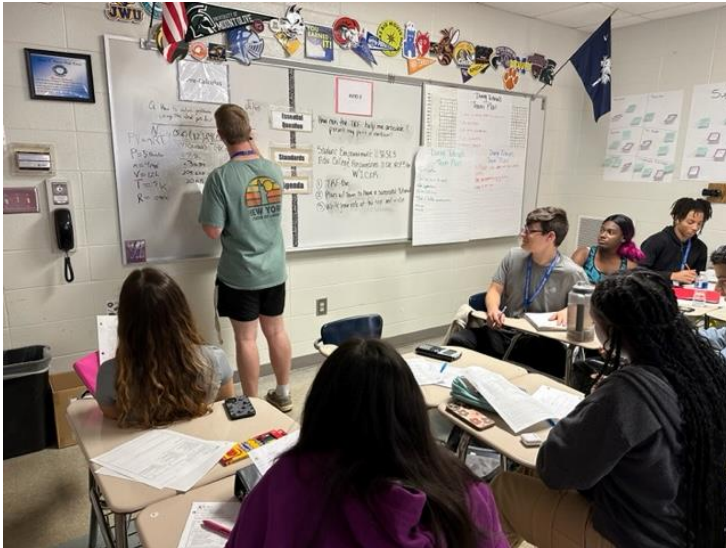
Continuous training is available for AVID Elective Teachers, administrators and new teachers to the district.

Professional development opportunities continue for all teachers and staff embedded in their schools.

EVERY CHILD, EVERY DAY.



AVID Elective Class



AVID Elective classes begin when students enter middle schools. School site teams promote and recruit students to apply for the AVID elective class.

The AVID elective class meets all year long in middle school and for one semester in high school. The second semester in high school is paired with a content class taught by the AVID Elective Teacher.

AVID Elective Students

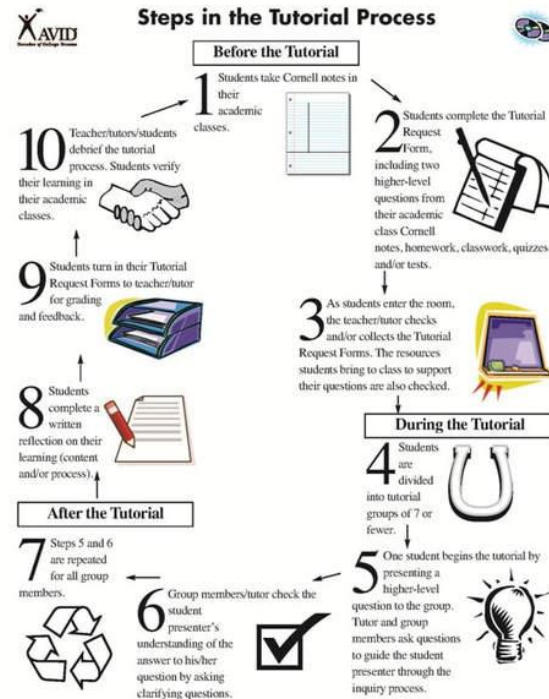
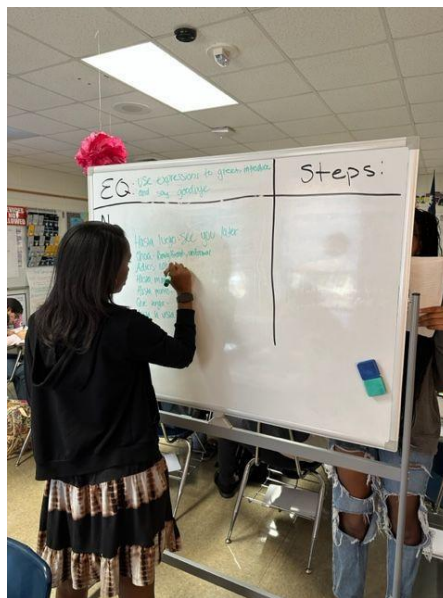


The AVID student SHOULD	The AVID student MIGHT	The AVID student WON'T
be highly motivated.	be in the academic middle.	be someone with frequent behavior referrals.
need academic support to achieve their full potential.	be first generation college attendee.	be a student with very poor attendance.
have a desire to attend college or pursue a specialized career path.	have extenuating circumstances such as income limitations or unfortunate family circumstances.	be unmotivated to complete assignments.

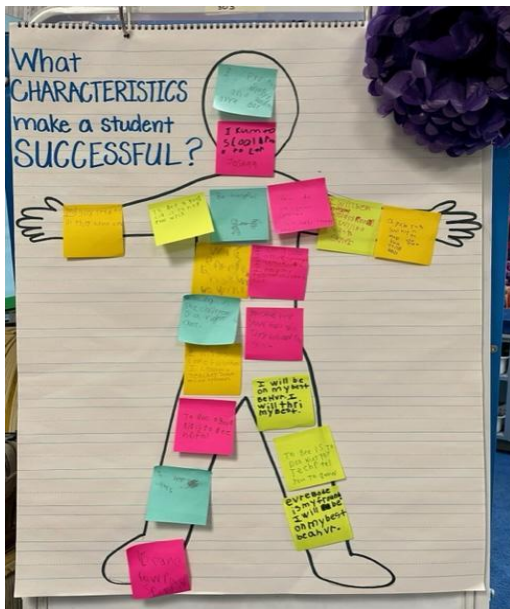
AVID Tutorials



Tutorials occur twice a week in the AVID Elective Classes.



Goal Setting



Goal Setting Outline (GPA)

Name: _____ Date: _____

The goal must be:

- Important to you personally
- Within your power to make it happen through your own actions
- Something that you have a reasonable chance of achieving
- Clearly defined and have a specific plan of action

G O A L

You have identified a GOAL that connects to your story. Describe your goal here.

By _____ (date), I will: I want to go to a 4.0 (goal)

This will be measured by: 4 in reading grade

Specify the timeframe of your goal below.
 ___ short-range ___ mid-range ___ long-range

Is my goal SMART?

- Specific (clear and exact):
- Measurable (can be checked):
- Action-oriented (requires me to do something):
- Reasonable (fits my age and talents):
- Timely (includes a target date): at the end of 4th grade

P L A N

Use the space below to briefly explain your PLAN. I will ask my parents to give me harder books.

A C T I O N

Use the space below to list ACTION steps needed to achieve your goal.

1. talk to my parents about it.
2. see at home if we have harder books.
3. First let my parents see if I can read it.
4. then read it with my parents.
5. then read it with my parents again.
6. read it by myself.
7. if I get it I read it some more.

378 AVID Elementary Foundations: A Schoolwide Implementation Resource

WICOR Framework



WICOR: The framework for
AVID Elementary Lessons

Writing to Learn:

Writing to learn with clear thinking

Inquiry:

Inquiry engages students with
their own thinking process.

Collaboration:

Collaboration brings personal responsibility and
respect in the classroom and to classroom discussions.

Organization:

Organization, both physically and mentally on the part
of the student and teacher, creates active learning.

Reading to Learn:

Reading to learn with increased content literacy,
handling increasingly more difficult text and tasks.

EVERY CHILD, EVERY DAY.

DATE: October 5

AGENDA

1. Vocabulary Acrostic Poem **W**
2. "Flowers for Algernon"
 - Reading check in pairs (any 3 of a-d) **C**
 - Review reading strategies **I**
 - Read Part 2 (audio) **R**
 - Pause to complete reading log
3. Book Report 1 **O**

HW:

- Continue working toward this week's BR1 goal
- Project due 10/13



Writing

Citing evidence: literary text **Score: 100%**

Objective: Cite textual evidence that supports or of what a text says explicitly or implicitly.

Questions:

Q: Which detail is evidence to support that Arjun is frustrated by the repeated discussion with his parents? like

Notes: Arjun wants to do or writing, but his parents want him to do some medical or engineering

A: Arjun says "I know, dad, I know," - We reshare so his stories hoping parents will change their minds

Q: Which inference can be made to support the evidence in the story?

He finds drawings we can infer that his Dad drew them when he saw them. On my goodness, I haven't looked at these in years"

A: Dad realizes he's like his own dad by not supporting Arjun's writing

Quiz:

Q: Based on the story details, who is Meera?

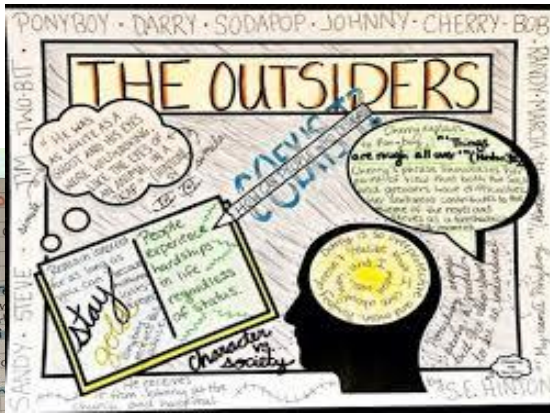
A: Meera really wants to do the speed and movements.

Q: Which detail is evidence that Meera understands Meera's feelings?

A: Meera's mom says "I know who you are."

Q: Which inference is best support in the story?

A: Meera truly enjoys playing h

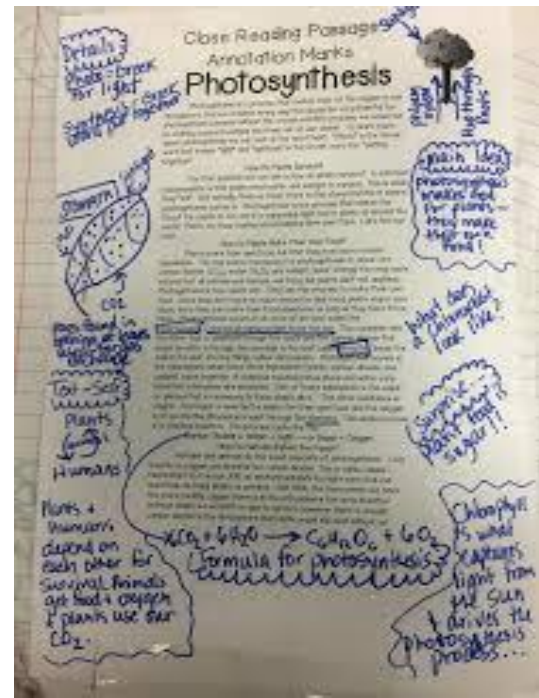
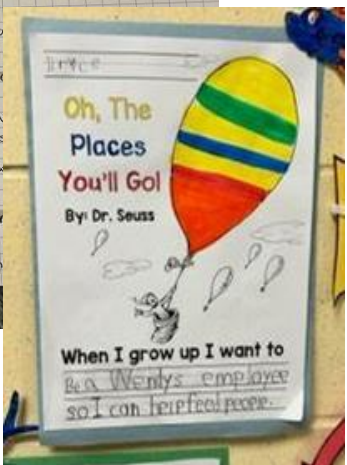
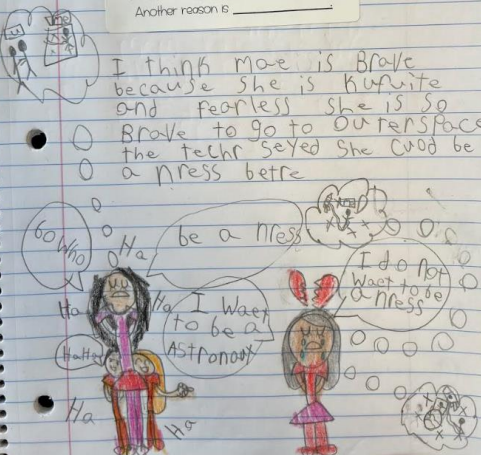


among the Stars

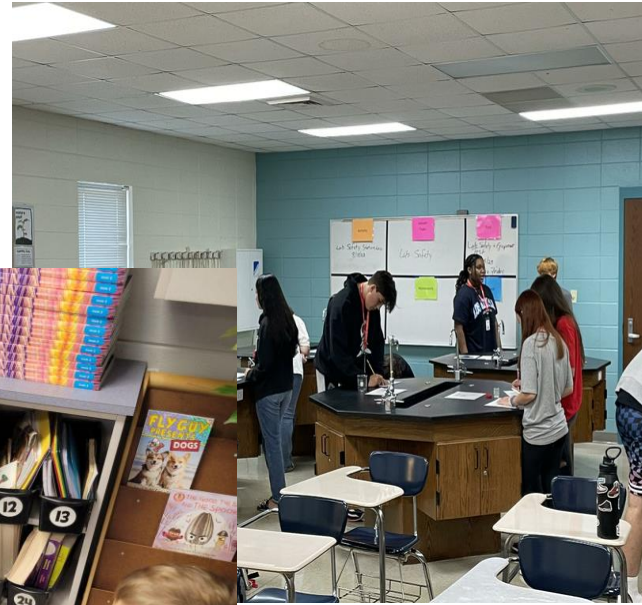
Pick one character trait that BEST describes Mae.
Use 2 pieces of evidence from the text to explain your thinking.
Draw a picture to show this trait. Use details!

Sentence Starter:
I think Mae is _____ because _____
Another reason is _____

I think Mae is brave because she is curious and fearless she is so brave to go to outer space the tech seyed she could be a press bette



Collaboration



Organization

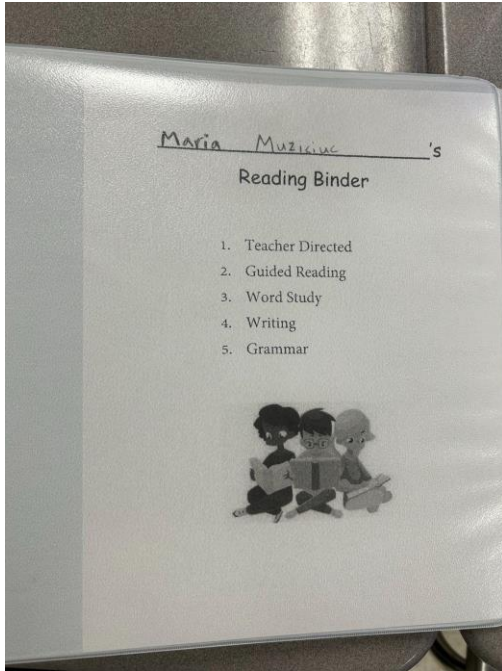


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- 11 Animal Adaptations
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- 15 Latitude and Longitude

	AVI	MATH	SCIENCE	SPANISH	ENGLISH
Monday	15 CW: Cornell notes HW: Sign the contract	CW: river math problem HW: None	CW: packet HW: finish packet and Cornell notes	CW: due HW: none	CW: All about the Book Project and Cornell notes HW: AHAB Project
Tuesday	16 CW: Cornell notes for homework HW: get ready for check	CW: Cornell notes for homework HW: 3 blocks	CW: Cornell notes and notebook HW: unfinished classwork	CW: worksheet and notebook HW: reading critique...	CW: Cornell notes and book hunt HW: AHAB Project
Wednesday	17 CW: analogy worksheet HW: NO homework	CW: Books B notes HW: pg 24 3-9 books	CW: Notes HW: unfinished classwork	CW: Other class HW: OTHER CLASS CHANGED	CW: contract signing HW: contract signing
Thursday	18 CW: analogy from yesterday HW: NO homework	CW: Test placement HW: NO homework	CW: Note - book HW: Note - book	CW: Topic where someone is from HW: Solutes of fresh water	CW: WS 3 scavenger hunt HW: AMMB project
Friday	19 CW: game HW: NO homework	CW: finish the test HW: NO homework	CW: Note - Book check HW: finish unfinished work	CW: spoke Spanish HW: NO homework	CW: CV and unfinish HW: NO homework

MONDAY 24	TUESDAY 25	WEDNESDAY 26	THURSDAY 27	FRIDAY 28	October 29
Read 30 min Vocab test for	Read 30 min Vocab test for	Read 30 min Vocab test for	Character day	fair game	
Supernovae + Literacy night 5:30	Supernovae + Literacy night 5:30	WLB - Read book			
Study fact facts	Fast fact packet start	Study fact facts			
Study - planets quiz Wed	Study - planets quiz Wed	Movie Planet Quiz + homework			
Supernovae Literacy night					

GOALS REMINDERS

READING: Mon, Tue, Wed, Thu, Fri, Sat, Sun

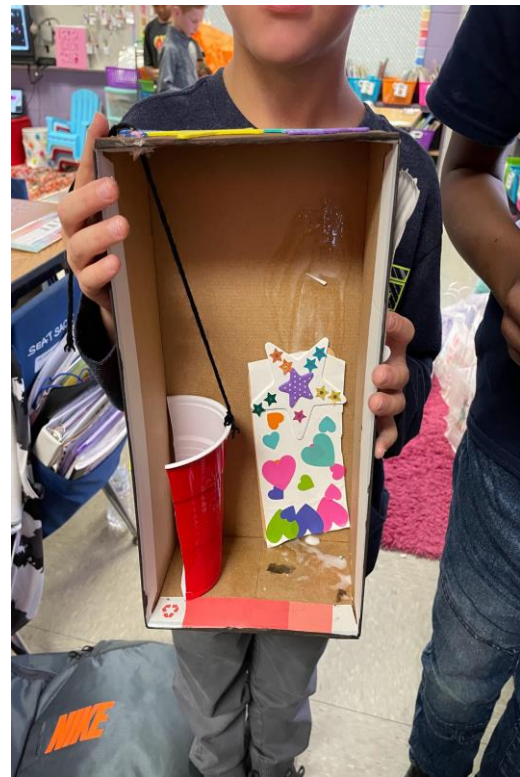
Math: Mon, Tue, Wed, Thu, Fri, Sat, Sun

Spanish: Mon, Tue, Wed, Thu, Fri, Sat, Sun

English: Mon, Tue, Wed, Thu, Fri, Sat, Sun

Spelling Words: Mon, Tue, Wed, Thu, Fri, Sat, Sun

Writing, Inquiry, Collaboration, Organization and Reading



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