



Charlotte Wood Middle School Welcomes You!

A = Advancement

V = Via

I = Individual

D = Determination



The Mission of AVID

The mission of AVID is to ensure that ALL students:

- **Will improve their chances for enrollment in four-year colleges**
 - **all SRVUSD's comprehensive high schools have an AVID program**
- **Will become educated and responsible participants and leaders in a democratic society;**
- **Will succeed in rigorous curriculum;**
- **Will complete a rigorous college preparatory path**





AVID STUDENT GOALS...



Provide a foundation for success in college



Improved study and organizational skills



Increased college-prep course completion in high school and enrollment in college



Focus on academics





AVID is NOT:

- Remediation
- Study hall
- A time to make up work from other classes or meet with teachers
- A class for students with failing grades
- Intervention
- Academic enrichment

AVID Fundamentals:

- Skills
 - Organization, note taking, study skills, time management
- WICOR
 - Writing, inquiry, collaboration, organization, reading
- Other essentials
 - Speakers, field trips, tutorials, etc.



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Typical Week in AVID

Monday: Tutor sessions

Tuesday: WICOR Activities

Block Day: Tutor sessions/WICOR Activities

Friday: Speakers/Team Building





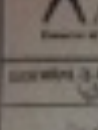

CollegeThrive.com

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This is the section where you should take your notes during the course of the lecture. Use bullets, sentences, short-hand, etc.

Questions, main points, visual clues, and other clues that jog your memory go here. Fill this section in after class.

Most important points and main ideas go here. Fill in this section after class when you are in the reviewing process.

 <p>AVID ADVANCEMENT IN VISION</p>	<p><u>Accuracy & Precision</u></p>	<p>DATE: <u>October 15</u> 9-15-11</p>
<p><u>What is Accuracy & Precision and how do they compare?</u></p>		
<p><u>Accuracy</u></p>	<p><u>Accuracy & Precision</u></p>	
<p><u>What is the difference between accuracy and precision?</u></p>	<p><u>Accuracy</u> is the closeness of measurements to the correct value.</p>	
<p><u>Precision</u></p>	<p><u>Precision</u> is the closeness of a set of measurements of the same quantity to the same value.</p>	
<p><u>How do you know if your measurements are accurate and precise?</u></p>	<p><u>Target</u></p>  <p><u>Target Accuracy</u> - close to bull's eye <u>Target Precision</u> - darts that land close together</p>	
<p><u>What is the difference between accuracy and precision?</u></p>	<p><u>Accuracy error</u>: A measure of the accuracy of an experimental value.</p> <p><u>Percent error</u>: $\frac{\text{error}}{\text{true value}} \times 100$</p> <p>ex: $\frac{20 - 22}{22} \times 100 = -9.1\%$</p>	
<p><u>Conclusion</u></p> <p>Accuracy is the closeness of measurements to the correct value and precision is the closeness of a set of measurements to each other.</p>		

Steps in the Tutorial Process



Before the Tutorial

1

Students take Cornell notes in their academic classes.

2



Students complete the pre-work inquiry on the Tutorial Request Form (TRF) while reviewing Cornell notes, completing homework or studying for a quiz/test.

3

As students enter the room, the teacher/tutor checks the TRF pre-work and Cornell note resources.



During the Tutorial

4

Students are divided into tutorial groups to meet the 7:1 student/tutor ratio.



5

The student presenter begins the tutorial by giving a 30-Second Speech about his/her pre-work. Tutor and group members ask questions to guide the student presenter through the critical thinking process. All tutorial members take three-column notes.



6

The group members/tutors check for understanding as the student presenter reviews the work and articulates the steps/process used to clarify the point of confusion.



7

Steps 5 and 6 are repeated for as many group members as time allows.



After the Tutorial

8

Students complete a written reflection on the learning that occurred from clarifying the point of confusion.



9

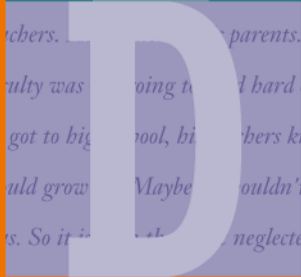
Students turn in their TRFs to teacher/tutor for grading and feedback.



10

Teacher/tutors/students debrief the tutorial process. Students verify their learning in their academic classes.





AVID Tutorial Request Form

Pre-Work Inquiry

(Before Tutorial) Completed and turned in prior to the bell.



Subject: Math

Current Subject Grade: 4

Name: Riley Brown

Standard / Essential Question / Learning Target:

Date: 3/4/15

AVID Period: 6

Vertex Form

Pre-Work Inquiry <small>0 if not complete</small>	Resources <small>Notes & Book = 5 pt 1 resource = 1 pt</small>	Collaborative Inquiry <small>Active Participation</small>	Note-Taking <small>Quality 3 column notes</small>	Reflection	Total
<u>15</u> / 15	<u>75</u> / 75	<u>10</u> / 10	<u>15</u> / 15	<u>15</u> / 15	<u>140</u> / 140

Initial Question:

Source, Page # and Problem #: example #1

How do you do the pattern?

/1

Key Academic Vocabulary/Definitions Associated With Topic/Question:

1. Variable - a letter or symbol that represents an unknown quantity.
2. vertex - lowest or highest part of a parabola

/2

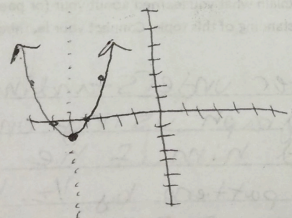
What I Know About My Question:

1. I need to graph it.
2. There is some sort of pattern

/2

Critical Thinking About Initial Question:

$$y = (x+5)^2 - 1$$



/5

Identify General Process and Steps:

- ① write problem
- ② draw graph
- ③ graph parabola

/3

Point of Confusion: (What is your question NOW the inquiry process? Do NOT write your initial question!!)

How do you do the pattern for

/2

$$y = (x+5)^2 - 1?$$



Let's hear from AVID students!



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AVID students complete four-year college entrance requirements at a rate at least two times higher than the national rate





AVID Program Essentials

1. **AVID student selection**
2. **Voluntary participation**
3. **AVID elective class offered during the school day**
4. **Rigorous course and study**
5. **Writing and reading curriculum**
6. **Sophisticated study skills for high school and beyond**
7. **Collaboration**
8. **Trained Tutors**





You should not apply if...

- You are satisfied with your level of achievement
- You have study and organization skills that work for you
- You are not willing to take notes in all your classes
- If you think this is a study hall class





You Should Apply If...

- You have the potential and desire to do even better in school
- You want to attend a four-year college
- You are open and willing to try new study and organization techniques
- You are prepared to take notes in every academic class
- You are willing to use a BIG binder





Selection Process

The AVID team will take the following factors into consideration when selecting the AVID class:

- **Application**
- **Teacher/Counselor Feedback**
- **Grades**
- **Student Interviews**



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What's Next?

- **Submit AVID application materials to the Counseling Office by Friday, March 18.**
- **As needed, the AVID team will contact you to schedule an interview**



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