



Advancement via Individual  
Determination

# Welcome to our AVID Parent Informational Meeting

MS. SHAVON BECKETT

PRINCIPAL

MRS. HEIDI COACHMAN-WRIGHT

ASSISTANT PRINCIPAL

**December 17, 2020 5:00-6:15 pm**



# A Virtual Tour of D.L. Sims Elementary School

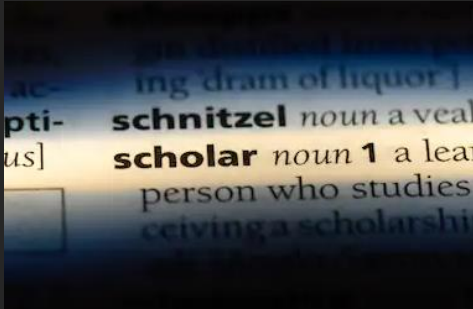





We are College-Bound at SES!

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We are  
nurturing  
scholars!!



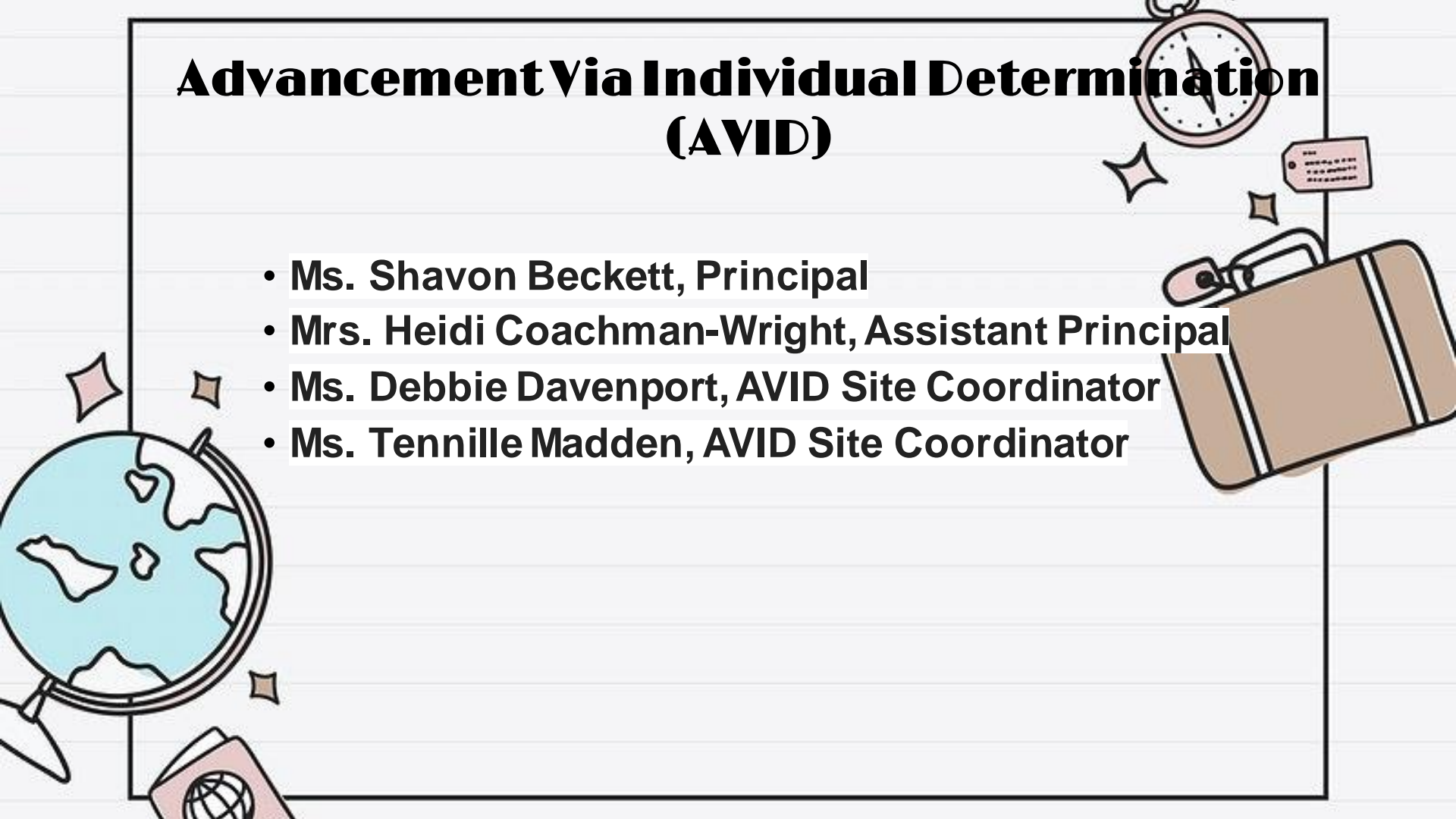
 **schol·ar**  
/'skälər/  
noun



A person who is highly educated or has  
an aptitude for study.

# **Advancement Via Individual Determination (AVID)**

- **Ms. Shavon Beckett, Principal**
- **Mrs. Heidi Coachman-Wright, Assistant Principal**
- **Ms. Debbie Davenport, AVID Site Coordinator**
- **Ms. Tennille Madden, AVID Site Coordinator**



# Advancement Via Individual Determination (AVID)

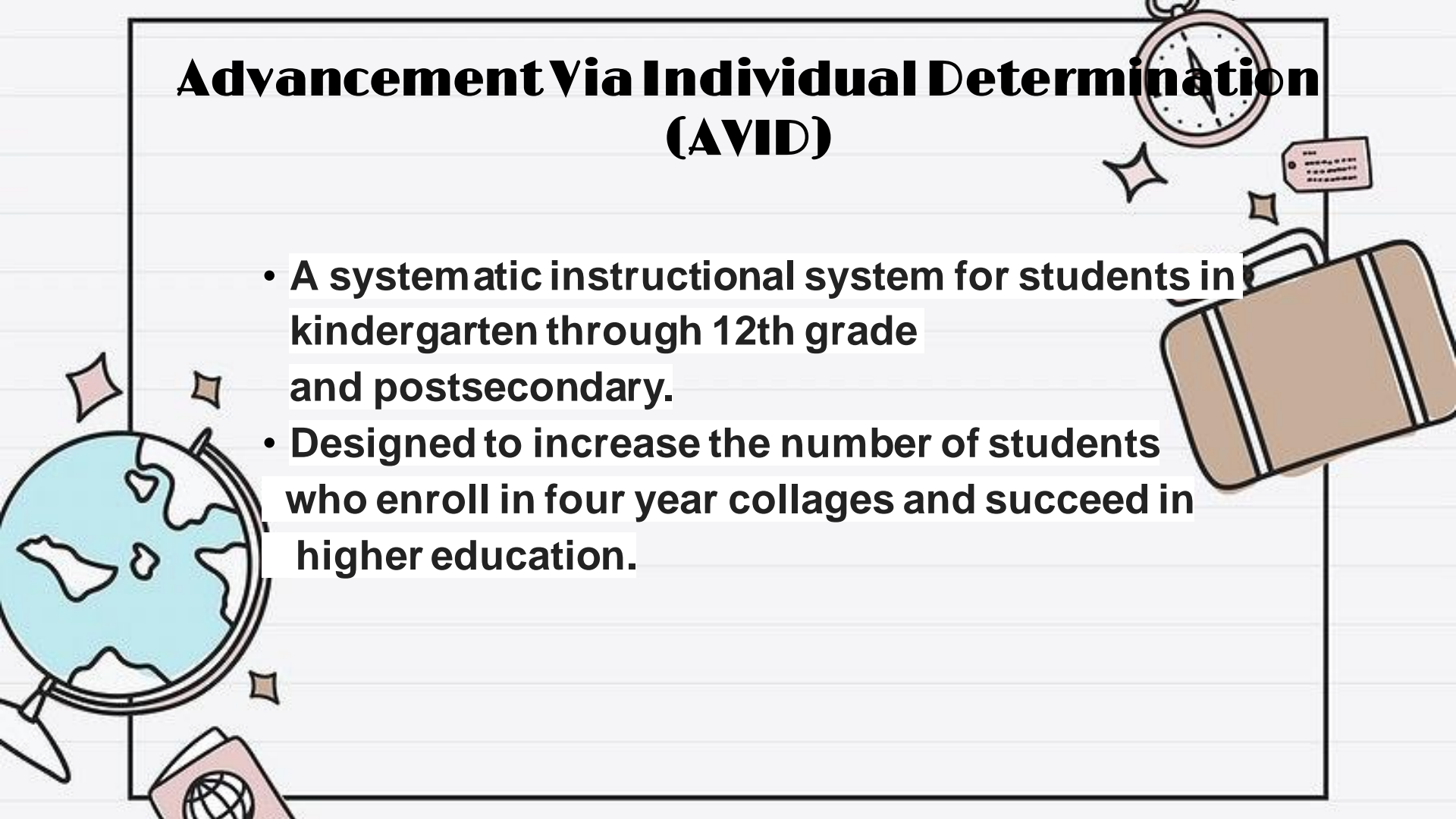
D. L. Sims Elementary has the distinction of being named the first AVID elementary school in Georgia.

What is AVID?



# Advancement Via Individual Determination (AVID)

- A systematic instructional system for students in kindergarten through 12th grade and postsecondary.
- Designed to increase the number of students who enroll in four year colleges and succeed in higher education.



# Advancement Via Individual Determination (AVID)

AVID methodologies are based on WICOR:

- **W:** *Writing to Learn*
- **I:** emphasis on *Inquiry*
- **C:** *Colloborative* approach
- **O:** *Organizational* skills
- **R:** critical Reading





# Advancement Via Individual Determination (AVID)

- **W: Writing to Learn** (journals, learning logs)
- **I: Inquiry** (COSTA)
- **C: Collaboration** (Focus Groups)
- **O: Organization** (2-column notes, STAR)
- **R: Reading to Learn** (Think-alouds)



# Distance Learning Expectations

## ***SLANT*** for Online Success

# S

### **SPACE** for Learning

- ★ Set up a workspace with all your supplies for class.
- ★ Have a flat and stable surface to type and write on.
- ★ Consider where you'll be comfortable, less distracted, and able to share audio and video.



# L

### **LOOK** at the screen

- ★ Close other distracting tabs
- ★ Eliminate other screens that distract, including cell phones and televisions
- ★ Use split screen feature to access other pages your teacher direct you to.



# A

### **ASK** Questions

- ★ Access and Content Questions
- ★ Use the chat with ? to ask a question.
- ★ Raise your hand to and wait to be called on to turn on your microphone.

## ASK



# N

### **NOD** your head

- ★ Be brave and turn your camera on whenever possible
- ★ React to your teacher with facial expressions
- ★ Use EMOJIs or NOD extension in the chat when you can't turn your camera on.

## YAAASSS



# T

### **TALK** to Others

- ★ You will be called on to speak in class - Be prepared
- ★ Volunteer to participate
- ★ Be active in breakout rooms with classmates
- ★ Stay on task and be appropriate



# SCHOLAR WORK SAMPLES

**Quick Write:**  
Write about something that you experienced for the first time.

People have been living in Central and South America for many, many years now. How did ancient people live in this area thousands of years ago? Archaeologists studying the area of the Central American land bridge have been working to answer this question.

What is the Central American land bridge? It is the land that is now the countries of Costa Rica and Panama. Like a modern bridge over a river, this land bridge was used by animals and people to travel back and forth. This Central American land bridge connects the northern land that is now Nicaragua, Mexico, and so on to the southern land that is now Colombia, Brazil, and other South American countries.

People who were already living in North America traveled down and across this land bridge. Scientists think they hunted and ate. These people would have traveled on foot, following the herds of animals they had no permanent houses. They would pack up their things to take them along as they hunted. Their homes were like tents and were very easy to take down and put up. Archaeologists can tell these people traveled via the land bridge because they have found similar arrowheads and tools in both the land bridge and in areas further

Two Column Notes

Color	How it makes you feel
blue	relax

**WHAT HAPPENED**

Angel

Why did they react? Why was the wolf such a bad wolf?

*The story is about 3 little pigs who left their houses when they almost got eaten by a wolf. They went home to live from the brother made of sticks.*

Learning Target: Can distinguish between inherited (colored) and learned/acquired traits and characteristics.

Use at least 3 examples of inherited characteristics and 3 examples of acquired characteristics. Make one card and write images for each column and put a picture under each image making what the example is.

Inherited	Acquired
Eye Color	Playing volleyball
Hair color	A dog shaking hands with a person
Star on a shirt	Swimming

**HYPERBOLE**

Greyson Sutterfield, 10 years old

An over exaggerated statement.

"I'm so hungry I could eat a horse!"

S Me  
T Douglas  
A Traits 55L2  
R 11.07.20

Learned & Inherited Traits

Learned	Inherited
<ul style="list-style-type: none"> <li>riding a bike</li> <li>how to play a sport</li> <li>walk</li> <li>talk</li> <li>learning another language</li> <li>play games</li> <li>dance</li> </ul>	<ul style="list-style-type: none"> <li>eye color</li> <li>skin color</li> <li>hair color</li> <li>blood type</li> <li>height</li> <li>facial features</li> </ul>
Where did you get those traits?	Genes
Genes	Genes are the instructions which make you you!



# **AVID**

## **Binder Set-up/Expectations (Kinder and First Grade)**

### **Kindergarten**

**2-pocket folder; pencil pouch; homework sheet**

### **First Grade (2" 3-ring binder)**

- **Agenda**
- **Zippered pencil pouch**
- **2-pocket folder**
- **Red spiral: ELA**
- **Blue spiral: Math**
- **Green or Yellow spiral: Science/Social Studies**
- **Binders MUST go home daily (upon return to school).**





# **AVID**

## **Binder Set-up/Expectations (Second - Fifth Grades)**

- **3" 3-ring binder (recommend zipper binder)**
- **Zippered Pencil Pouch**
- **Agenda**
- **Red spiral/2-pocket folder: ELA**
- **Green spiral/2-pocket folder: Science**
- **Yellow spiral/2-pocket folder: Social Studies**
- **Blue spiral/2-pocket folder: Math**
- **Binders MUST go home daily (upon return to school).**