

The 10 Expectations of an NTHS AVID Student



As an AVID Scholar, you should...

- want to go to a four year college
- want to achieve the best grades possible
- be willing to study, read and write EVERY night
- be willing to enroll in the AVID Elective course all four years as well as take honors, GT and AP courses
- be willing to come to school and go to class AT LEAST 96% of the time
- achieve AT LEAST a 2.00 grade point average your first year in high school
- be willing to change bad habits and create new ones
- be willing to carry a large 3-ring binder to every class every day
- see the value in being tutored every week and participate willingly and with enthusiasm
- be passionate about learning, setting goals, and becoming more than you are now!



AVID Timeline



Friday, Nov. 13 th	Full Application due to Ms. Albert (New Town High) Which includes... <ul style="list-style-type: none">• Application• AVID Essay• 2 Teacher Recommendations
December 1 st – 11 th	AVID Interviews
Tuesday, December 22 nd	Preliminary Acceptance Letters mailed
Friday, May 27 th	Final Acceptance Letters mailed

If you have any questions, please contact Ms. Albert (AVID 9 Teacher) at kalbert@bcps.org/410-887-1614.



Prospective AVID Scholar Application 2016-2017

Student name: _____

Current School: _____

Parent's Name: _____

Guardian/Relationship to student: _____

Phone: _____ E-mail: _____

Mailing Address: _____

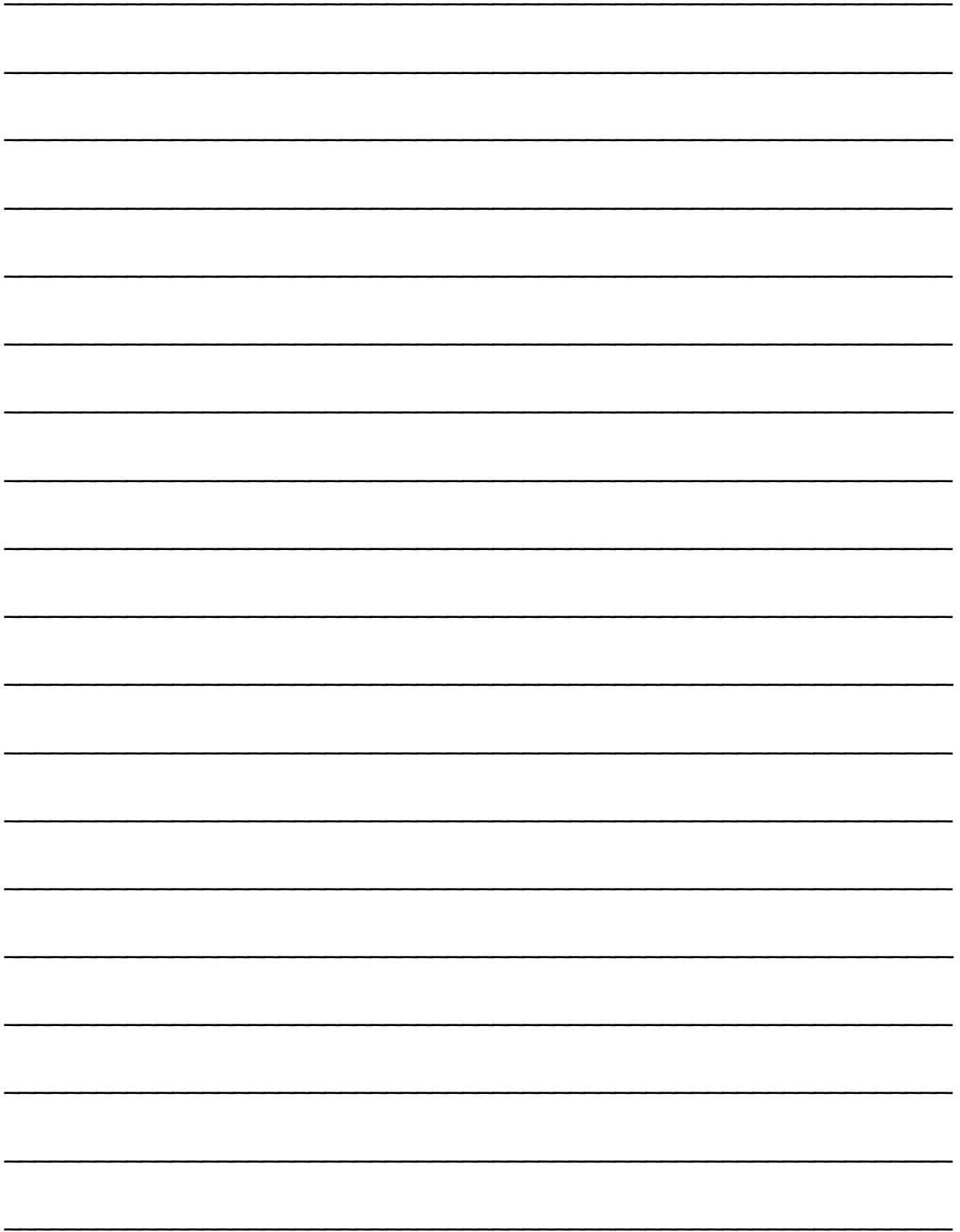
Homeroom Teacher at School: _____

What level of education does each parent/guardian have (GED, high school diploma, some college, associates, bachelors, etc...)?

Guardian Name: _____ Level of education: _____

Guardian Name: _____ Level of education: _____

Guardian Name: _____ Level of education: _____





#1



Teacher Recommendation Form for Prospective AVID Scholar

Date _____

Dear _____,
(Teacher's Name)

_____, a student in one of your classes, has been recommended for placement in the AVID (Advancement Via Individual Determination) program. This is a course designed primarily for students who may have college potential. I would very much appreciate it if you would take a few minutes to answer the following questions so that I may determine an appropriate placement of the student.

Please return this form to either the student or to me, Kathy Albert, via interoffice mail by **Friday, November 13th**.

Thank you,

Kathy Albert
AVID 9 Teacher
New Town High School

Student's Name: _____ Subject You Teach: _____

	<u>Never</u>	<u>Sometimes</u>	<u>Always</u>
Do you believe this student needs the support of the AVID class?	_____	_____	_____
Does this student seem to have college potential?	_____	_____	_____
Does this student display good classroom work habits?	_____	_____	_____
Does this student practice good citizenship?	_____	_____	_____
Does this student have an acceptable attendance record? (96%)	_____	_____	_____

Please provide any additional comments on the student's attitude and aptitude.

Teacher's Name (print): _____

Teacher Signature: _____



Recommendation Form for Prospective AVID Scholar

Date _____

Dear _____,
(Teacher's Name)

_____, a student in one of your classes, has been recommended for placement in the AVID (Advancement Via Individual Determination) program. This is a course designed primarily for students who may have college potential. I would very much appreciate it if you would take a few minutes to answer the following questions so that I may determine an appropriate placement of the student.

Please return this form to either the student or to me, Kathy Albert, via interoffice mail by **Friday, November 13th**.

Thank you,

Kathy Albert
AVID 9 Teacher
New Town High School

Student's Name: _____ Subject You Teach: _____

	<u>Never</u>	<u>Sometimes</u>	<u>Always</u>
Do you believe this student needs the support of the AVID class?	_____	_____	_____
Does this student seem to have college potential?	_____	_____	_____
Does this student display good classroom work habits?	_____	_____	_____
Does this student practice good citizenship?	_____	_____	_____
Does this student have an acceptable attendance record? (96%)	_____	_____	_____

Please provide any additional comments on the student's attitude and aptitude.

Teacher's Name (print): _____

Teacher Signature: _____

What is AVID?

The following information is from the national AVID website. You can find it and plenty more valuable information at www.avidonline.org

“While others talk about what should be done to prepare students for college, AVID is doing it. For more than 30 years, the AVID College Readiness System has helped thousands of students, many of whom are overlooked and underserved, rise above the obstacles they face to achieve academic success.”

History

AVID began in 1980 by Mary Catherine Swanson, then-head of the English department at San Diego's Clairemont High School. The federal courts issued an order to desegregate the city's schools, bringing large numbers of inner city students to suburban schools. While applauding the decision, Swanson wondered how these underserved students would survive at academically acclaimed Clairemont High.

Her answer was AVID, an academic elective. But it's more than a program - it's a philosophy: Hold students accountable to the highest standards, provide academic and social support, and they will rise to the challenge.

Today

Beginning with one high school and 32 students, AVID now impacts more than 700,000 students in more than 4,900 schools and 28 postsecondary institutions in 46 states, the District of Columbia and across 16 other countries/territories. The AVID College Readiness System spans elementary through higher education.

Although AVID serves all students, the AVID elective focuses on the least served students in the academic middle. The formula is simple - raise expectations of students and, with the AVID support system in place, they will rise to the challenge. What distinguishes AVID from other educational reform programs is its continuous success rate. Of the 33,204 AVID seniors in 2012 who reported their demographics, academic achievement data and future plans, just over 98 percent indicated they would be graduating from high school, with 90 percent planning to attend a postsecondary institution: 58 percent to a four-year college and 32 percent to a two-year institution. Seventy-three percent reported taking at least one rigorous course, such as AP®, IB® or Cambridge®, with 61 percent taking the corresponding exam. Additionally, Hispanic/Latino and African American/Black AVID students take AP tests at rates that exceed their peers (AVID Hispanic/Latino - 57 percent, U.S. overall Hispanic/Latino - 14 percent; AVID African American/Black - 14 percent, U.S. overall African American/Black - 8 percent)

Policymakers and school administrators now consider AVID an essential strategy for closing the achievement gap and making the college dream accessible to all students.

The AVID Student

AVID targets students in the academic middle — B, C, and even D students — who have the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but are falling short of their potential. Typically, they will be the first in their families to attend college, and many are from low-income or minority families. AVID pulls these students out of their unchallenging courses and puts them on the college track: acceleration instead of remediation.



The AVID Elective

Not only are students enrolled in their school's toughest classes, such as honors and Advanced Placement, but also in the AVID elective. For one period a day, they learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable. Their self-images improve, and they become academically successful leaders and role models for other students.

The AVID Curriculum

The AVID curriculum, based on rigorous standards, was developed by middle and senior high school teachers in collaboration with college professors. It is driven by the **WICOR** method, which stands for writing, inquiry, collaboration, and reading. AVID curriculum is used in AVID elective classes, in content-area classes in AVID schools, and even in schools where the AVID elective is not offered.



The AVID Faculty

One key to a successful AVID program is a site coordinator/teacher who is a respected site instructional leader who works well with secondary school personnel and college students and faculty, who can organize curriculum as well as activities, and who is committed to serving the needs of target students. The coordinator also works with colleagues to implement AVID methodologies schoolwide, to place students in college preparatory curriculum, and to work with counselors to guide students through the college application process.



The AVID Tutor

Tutors are essential to the success of the AVID elective class, where they facilitate student access to rigorous curriculum. As students from colleges and universities, tutors receive formal training and also serve as role models. AVID students who continue their education in college often return to the program as tutors.



The AVID Parent

AVID parents encourage their students to achieve academically, participate on an advisory board and in AVID parent and site team meetings, and maintain regular contact with the AVID coordinator. Many parents and students participate in AVID Family Workshops.

What AVID is...

- AVID is an acronym that stands for *Advancement Via Individual Determination*.
- AVID is an *in-school academic support program for grades 4-12 that prepares students for college eligibility and success*.
- AVID *places academically average students in advanced classes*.
- AVID *levels the playing field for minority, rural, low-income and other students without a college-going tradition in their families*.
- AVID *is for all students, but it targets those in the academic middle*.
- AVID *is implemented schoolwide and districtwide*.

What AVID isn't...

- AVID *isn't a remedial program*.
- AVID *isn't a free ride*.
- AVID *isn't a niche program*.
- AVID *isn't a college outreach program*