

# Marshall Independent School District



## Handbook

2018-2019

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**2018-2019**  
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AVID, Advancement Via Individual Determination, is a college readiness system that is dedicated to closing the achievement gap by preparing all students for college and other postsecondary opportunities. AVID is designed to increase the number of students who enroll in and persist in four-year colleges and universities. AVID's philosophy is:

*Hold students accountable to the highest standards,  
provide academic and social support,  
and they will rise to the challenge.*

## **Mission Statement**

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

The AVID College Readiness System began in 1980. It was developed by Mary Catherine Swanson, a teacher who believed that all students were capable of completing rigorous curriculum, given the appropriate skills and support to do so. For more than 30 years, AVID Secondary has been responsible for accelerating the learning of students and promoting a schoolwide college going-culture. Currently, AVID is implemented in more than 4,900 schools in 45 states and 16 countries/ territories. AVID impacts more than 700,000 students in grades K-12, as well as students in 28 postsecondary institutions. AVID in MISD is implemented in grades 8-12.

Schools implementing AVID at the highest levels of fidelity show significantly higher student achievement across all academic and course enrollments. AVID' belief is that students receive messages about expectations for college from the environment in which they learn. Therefore, it is important for students to be immersed in an academic, college-going environment. The AVID campus exemplifies a college-going culture.

The AVID System increases schoolwide learning and performance for **ALL** students in grade K-16. The AVID System restructures the teaching methods of an entire campus and opens access to curricula that will ensure four-year college eligibility and academic success for students.

AVID has been closely studied by numerous research teams and individuals. AVID's student success has been demonstrated and documented by various third party studies. The Texas Education Agency lists AVID at Berkner High School on its What Works Clearinghouse.

## **AVID Policies**

Students who are accepted into the AVID College Readiness System are expected to enroll in rigorous courses, maintain above average grades, have good attendance, adhere to AVID elective expectations, and demonstrate positive school behavior. Upon acceptance into AVID, student and parent/guardian sign a contract commitment to remain in AVID for the entire current school year. The AVID College Readiness System provides students an opportunity to develop and/or expand their academic skills, explore their interests, and develop leadership skills through a variety of engaging experiences. Expectations of and for AVID students are high level.

## **Characteristics of AVID Student**

AVID targets students in the academic middle 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 currently 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. AVID College Readiness System offers encouragement, tutoring, enrichment and an extension of experiences that will help students prepare for success in four-year colleges and universities.

Potential AVID students possess some of the following characteristics.

- **Average to high test scores**
- **Average GPA (“B” and “C” grades)**
- **College potential with support**
- **First in family to attend college**
- **Special circumstances that require additional support**
- **Parent and student have desire and determination**
- **Positive attitude toward learning, grades, and school**
- **Potential for growth as a student**
- **Consistently puts forth effort in doing work**
- **Demonstrates an appropriate level of maturity**
- **Demonstrates willingness to work with others**
- **Demonstrates willingness to exhibit appropriate school behaviors**
- **Demonstrates a desire to learn**
- **Performs below his or her ability as determined by scores on state and benchmark tests or by teacher observation**
- **Takes responsibility for his/her own actions**
- **Good attendance record at school and in class**
- **Motivated to do well**
- **Desire to be in the program**
- **Shows strong aptitude for math and language (may be verbal).**

## **Identification Process**

**Participation in AVID is voluntary. Students apply to the AVID College Readiness System. Their acceptance is based on criteria such as grades, attendance, and behavior, STAAR/benchmark scores, advanced course enrollment, teacher evaluations, counselor recommendations, and special circumstances. AVID focuses on students who are capable of completing a college preparatory path, including advanced academic courses with additional support.**

### **AVID is...**

- A college preparatory system for students who will benefit from a support structure
- For students willing to commit themselves to a rigorous curriculum
- For students with good work habits
- For students with appropriate classroom behavior
- For students who display the individual determination necessary to be successful
- For students who have the desire and determination to do their best in school and become leaders!
- Is research-based with proven results of student success

### **AVID is not....**

- A remedial program
- A program for students with severe school problems such as poor attendance, discipline, etc.
- A program for passive participants
- A before/after school program
- A study hall
- A program for at risk students

### **AVID does.....**

- Teach skills and behaviors for academic success
- Provide intensive support with tutorials and strong student/teacher relationships
- Create a positive peer group for students
- Accelerate student learning
- Develop a sense of hope for personal achievement gained through hard work and determination

## **AVID Recruitment Process**

Recruitment takes place at Marshall Junior High School in early December. The recruitment process entails a presentation on AVID to all 8<sup>th</sup> grade students. A parent information session is also scheduled for a date following the MJH presentation. **All students interested in participating in AVID must complete the application process; a student interview is part of this process.** Applications for 8<sup>th</sup> grade students are available through designated Marshall Junior High School 8<sup>th</sup> grade teachers, campus counselors, and MISD Curriculum office. In January, all 8<sup>th</sup> grade students interested in applying to AVID submit an application. Applications must be submitted by the date as determined by MISD. Acceptance or regret letter will be sent to all students who submitted an application at the end of February.

Students who are currently enrolled at Marshall High School may apply to AVID through their counselor's office. Acceptance is based on established AVID criteria.

## **AVID System Objectives**

The goal for AVID students is four-year college enrollment and success. In order to be eligible for college enrollment, students must complete the sequence of required college entrance courses. The AVID elective teacher works collaboratively with the counselor and with the AVID student to prepare a long-term educational plan to meet this goal.

## **AVID Secondary Essentials**

The following elements of AVID Secondary are considered essential to success. Implementation of these Essentials is a condition for use of the AVID name, trademark, and logo.

1. **Student Selection** (with focus on the academic middle)
2. **Voluntary Participation** ( by students and staff)
3. **AVID Elective** (during academic school day)
4. Enrollment in **Rigorous Curriculum**
5. **Organizational Skills** (promoting academic self-management)
6. **Writing and Reading** to learn
7. **Inquiry and Collaboration** to learn and promote critical thinking
8. **Trained Tutors**
9. **Data Collection and Analysis** to inform instruction and schoolwide implementation
10. School and District **Resources Committed**
11. Active Interdisciplinary **Site Team**

## **Student Selection**

Student selection must focus on students in the middle, with academic potential, who would benefit from AVID support to improve their academic record and begin college preparation.

## **Voluntary Participation**

AVID participants, both students and staff, must choose to participate in the AVID system. Although almost every student could benefit from exposure to the AVID system, the curriculum is not effective unless participation is voluntary. Students need to make the initial choice to participate.

## **AVID Elective Class**

The school must be committed to full implementation of AVID, with students enrolled in the AVID year-long elective class(es) available within the regular academic school day.

## **Rigorous Course of Study**

AVID students must be enrolled in a rigorous course of study that will enable them to meet requirements for college and university enrollment and expose them to college and career expectations. Students are challenged to move beyond previous levels of achievement. However, rigor is determined by each individual student's level of ability. When students enter into the AVID system, they must commit to be in Pre-AP and/or AP courses or to eventually grow to handle the demands of advanced courses. If a student cannot successfully fulfill the Pre-AP/AP requirement, they may take a regular course. However, they must maintain an 85 or above passing standard in all of their regular classes for each grade reporting time period.

## **Organizational Skills**

Organization is embedded into AVID curriculum as a tool for learning and helping students become effective leaders. Strategies to support metacognition are used to ensure students use organization as an academic and self-management skill.

## **Writing and Reading**

A strong, relevant writing and reading curriculum provides a basis for instruction in the AVID elective class. Students receive instruction in writing-to-learn strategies, writing process, and timed writing. The writing process helps student to clarify and organize experiences. Students also receive instruction in reading-to-learn strategies to access rigorous curriculum. Scaffolding

reading instruction for students helps them develop and become more confident in their comprehension skills.

### **Inquiry and Collaboration**

Inquiry and collaboration are used as a basis for instruction in the AVID elective class to promote critical thinking. Students develop and practice critical thinking skills and learn how to develop questions for their Cornell notes and for tutorial groups. Questioning at higher cognitive levels is used by students and tutors during tutorials and by the AVID elective teacher during instruction. Inquiry - questioning techniques allows students to engage in all levels of critical thinking and pursue understanding.

AVID students are taught to work collaboratively, and they receive training in group etiquette, the development of group process ground rules, and in the purposes for working together. Through teacher or tutor guided practice, students learn to quickly and efficiently organize themselves into working and/or tutorial groups, to interact effectively and respectfully, and to take responsibility for their own and for one another's success in learning. They learn to value the power of their collective minds to identify and solve problems, to share ideas, and to prepare for tests.

### **Tutors**

A sufficient number of tutors must be available in the AVID Elective class(es) to facilitate student access to rigorous curriculum. Tutors should be students enrolled in colleges and universities, who can mentor students and facilitate tutorials, and they must be trained to implement the methodologies used in AVID. In the absence of readily available college tutors, schools may employ college graduates or cross-age tutors as they continue to recruit college tutors. The student tutor ratio is 1:7.

### **Data Collection and Analysis**

AVID program implementation and student progress must be monitored through the AVID Center Data System and results must be analyzed to ensure success. All student performance data available to the school should be collected and analyzed to establish baseline data and progress for the AVID elective and schoolwide performance

### **Resources Committed**

The school or district has identified resources for program costs, has agreed to implement all AVID Essentials and to participate in AVID Certification. It has committed to ongoing participation in AVID professional learning.

## **Site Team**

An active, interdisciplinary AVID site team collaborates on issues of student access to and success in rigorous college preparatory courses. A strong, effective AVID site team is a leadership group that fosters the development of a schoolwide learning community, collaborates to achieve the mission of AVID, and focuses on the achievement of all students.

## **AVID System Components**

The AVID Elective class is built around detailed content standards in each of these eight domains:

- **Writing**
  - The Writing Process
  - Writing Skills
  - Writing Applications
  - Writing to Learn
- **Inquiry**
  - Costa's Levels of Thinking
  - Tutorials
  - Socratic Seminar and
  - Philosophical Chairs
- **Collaboration**
  - Types of Interactions
  - Positive Interaction Skills
- **Organization**
  - Organization and Time
  - Management
  - Note-Taking
  - Research and Technology
  - Test Preparation/Test-Taking
- **Reading**
  - Vocabulary
  - Textual Analysis
- **College Readiness**
  - Guest Speakers
  - Field Trips
  - College and Career
  - Knowledge
  - College Entrance Testing
  - College Admissions
- **Character Development**
  - Self-Awareness
  - Goals
  - Community & School
  - Involvement
  - Ownership of Learning
- **Communication**
  - Speaking
  - Listening

The AVID Elective curriculum supports student success by intentionally scaffolding and increasing expectations around specific skills and strategies designed to accelerate growth in the eight domain categories.

## The AVID Elective

AVID is an academic, regularly scheduled elective class, during the school day. Instructional strategies are taught in the AVID elective class to develop student’s organizational skills that promote academic self-management. AVID students are held accountable to keep binders, agendas, calendars and other essentials for keeping track of coursework and non-academic activities.

All AVID students are required to use the AVID binder and Cornell Notes as organizational tools. The three main components of the AVID System are:

- academic instruction,
- tutorial support, and
- motivational activities

A typical week in the AVID elective

Monday	Tuesday	Wednesday	Thursday	Friday (Enrichment)
AVID Curriculum <i>AVID Teacher</i>	Tutorials <i>College Students supervised by AVID Teacher</i>	AVID Curriculum <i>AVID Teacher</i>	Tutorials Binder Evaluations <i>College Students supervised by AVID Teacher</i>	Speakers Motivational Activities

AVID Curriculum includes:  
 Writing Curriculum  
 College and Careers  
 Strategies for Success

AVID Tutorials:  
 Collaborative Study Groups  
 Writing Groups  
 Socratic Seminars

## **Some things you need know about the AVID classroom!**

AVID’s toolbox is called WICOR—Writing, Inquiry, Organization, Collaboration, and Reading. Using strategies in each of these areas, AVID helps prepare students who desire success,

### **WICOR**

**W-Writing**—Using writing for communication and deeper learning

**I-Inquiry**—Going deeper than is what is seen to make connections

**C-Collaboration**—Learning and working with peers for deep understanding

**O – Organization** – Use of organizational tools to promote thinking, learning, and time management

**R-Reading**—Reading for relevance and understanding in all classes

### **Examples of WICOR**

#### **W – Writing**

- \* C-notes
- \* Quickwrites
- \* Learning Logs
- \* Essays

#### **I – Inquiry**

- \* Socratic Seminars
- \*Philosophical Chairs
- \*Tutorial Questions

#### **C – Collaboration**

- \*Team building
- \*Group Work

#### **O- Organization**

- \*Binders
- \*Planners/Calendars
- \*Cornell Notes

#### **R – Reading**

- \*Understanding academic materials
- \* SAT Vocabulary



## **Binders:**

All AVID students are expected to keep a binder that contains the work for all of their classes. It will be graded weekly by the AVID elective teacher. The notebook needs to have Cornell notes from all core classes each week.

## **Daily Planner/Calendar:**

All AVID students are required to have daily planner or calendar. It is used to write down assignments and daily objectives and is part of the binder grade.

## **Tutorials:**

Tutors are essential to the AVID class. Tutors facilitate student access to rigorous curriculum. Students will receive help from college students, peer tutors, and substitute teachers during tutorials that are held during the AVID elective class time. AVID students are expected to complete the Tutorial Request Form (TRF) prior to tutorials.

## **Can students be removed from AVID?**

Removal from the AVID College Readiness System is defined as discontinuing the participation of a student in the system. Parents may make a request to terminate a student's participation in AVID, or the need may arise when the AVID Campus Site Team and the District Director must remove a student from AVID. Though it is highly discouraged, removing students who qualified and entered AVID, removal is possible. The AVID Campus Site Team and the AVID District Director determines the necessity for student removal and/or the manner in which a request for removal is resolved.

## **Procedures for removal by a parent/guardian**

It is the true intent of the AVID College Readiness System to create a college ready student. The expectation is that students will remain in AVID the entire high school experience. Each spring, students in AVID and their parents are asked to sign a letter of commitment to document their wish to remain in AVID for the upcoming year. If a parent wishes to remove his/her child from AVID at a time other than the end of the school year, the parent should request this in writing, specifying the reasons for the request. This letter will be given to the AVID District Director. The AVID District Director, AVID elective teacher, and school counselor will act upon the request following a meeting with parents.

## **AVID Probationary and De-Selection Process**

We expect great success from our AVID students. However, if an AVID student is not meeting the basic program requirements, the AVID elective teacher will initiate a plan designed to help the student raise his/her level of performance by involving the student, parent/guardian, content teacher, school counselor, and/or administrator.

Prior to being formally placed on probation, the AVID elective teacher will conference with the AVID student regarding the reason for a possible improvement or intervention plan to be started. Documentation of this conference will be completed using the AVID Intervention Plan form. Parent contact via phone or email by the AVID elective teacher will also be made at this time to communicate the concerns of the AVID elective teacher.

The goal of the intervention plan is to advocate and intercede on the student's behalf for the opportunity to remain in AVID. The purpose of the intervention plan is to support student achievement, personal and academic success in and outside of the classroom. However, if the reason(s) for intervention continues, the student will be placed on probation. The AVID campus site team will make determination.

Prior to the removal from AVID, a student must be placed on academic probation. During the probationary period there is a critical examination of student performance followed by prescribed interventions for a determined period of time while the student remains in AVID. If student does not fulfill the requirement of their improvement plan during the probationary period, a process of removal of the student from the AVID system will take place. Both probation and removal require appropriate counseling by AVID elective teacher and school counselor with the student, and documented conferences with the student, the student's parents, and teachers.

### **During AVID Probation Conference:**

- *The student will be given an opportunity to explain their actions.*
- *All members involved will be given the opportunity to address any concerns regarding the student's progress.*
- *A specific improvement plan, including a timeline to monitor progress will be written.*
- *All meeting participants will sign the improvement plan to document agreement upon future actions regarding the student's participation in AVID.*

If sufficient improvement is not noted or the conditions of the contract not upheld within the time frame established at the AVID probation conference, a removal meeting with parents, student, AVID elective teacher, school counselor, and AVID District Director will be scheduled and the student will be removed from AVID. As soon as possible, the student will be placed in a non-AVID elective. Every effort will be made to assure a smooth transition for everyone involved.

**The AVID Campus Site Team may place a student on an Intervention Plan or initiate removal process for a variety of behavior and/or academic reasons, including but not limited to the following:**

- Truancy
- A failing 6-weeks average (multiple times and/or multiple classes)
- ISS/Discipline Referrals
- Suspension/DAEP Placement (automatic/immediate removal for current school year – may reapply for next school year)
- Consistent actions against AVID student expectations as stated in the AVID Campus Student Contract

Examples of actions against AVID student expectations, including but not limited to the following:

- A. *Disruptive behavior to the learning environment of the AVID classroom and/or any other class*
- B. *Ongoing lack of effort to maintain binder and academic planner*
- C. *Failure to turn in basic AVID curriculum assignments (learning logs, Cornell notes, etc.)*

## **Discipline Referral Process (ISS)**

Discipline referrals will be reviewed for each student at each 3 week interval. Referrals resulting in ISS will adhere to the following process.

### 1<sup>st</sup> Referral:

Parent and student are scheduled to have a conference with Campus Administrator or Designee, AVID District Director, AVID Elective Teacher, and teacher who wrote the referral.

Parent and student are notified that a 3<sup>rd</sup> referral may result in possible dismissal from AVID, and that student would have to reapply to AVID and meet criteria set by Marshall ISD AVID for re-entry.

2<sup>nd</sup> Referral:

Parent and student are scheduled to have a conference with Campus Administrator or Designee, AVID District Director, AVID Elective Teacher, and teacher who wrote the referral. Discussion of referral, and additional consequences – possible placement on probation.

3<sup>rd</sup> Referral:

Possible removal from AVID as determined by Avid Site Team members, AVID District Director, and Campus Administrator or Designee. Student will have to meet criteria as set by Marshall ISD AVID for re-entry.

**Automatic Removal Process**

- Site team makes determination
- Schedule Removal Conference
- Student placed in non-AVID class

## Marshall ISD AVID Intervention Plan

AVID Student Name \_\_\_\_\_

AVID Elective Teacher \_\_\_\_\_

### **Prior to Formal Placement on Probation:**

AVID Elective Teacher conferences with student

Date \_\_\_\_\_ Date \_\_\_\_\_

Teacher Concern:

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AVID Elective Teacher Parent Contact

Date \_\_\_\_\_ Date \_\_\_\_\_

**Conference for Formal Placement on Probation** Date \_\_\_\_\_

Meeting attendees:

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Area(s) of Concern:

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Student Input:

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Steps for improvement: Steps should include specific actions to be taken by student and a time indicator of when improvement steps are expected to be completed.

1. 

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2. 

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3. 

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Timeline 1. 

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Timeline 2. 

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Timeline 3. \_\_\_\_\_

Additional Timeline:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Agreement of Conference Members:**

*By signing below, each individual is agreeing that if the student does not fulfill the improvement plan as state above, the student may be removed from the AVID College Readiness System.*

Avid Student \_\_\_\_\_  
Signature Date

Parent/Guardian \_\_\_\_\_  
Signature Date

AVID Elective Teacher \_\_\_\_\_  
Signature Date

Counselor \_\_\_\_\_  
Signature Date

Site Team Member (optional) \_\_\_\_\_  
Signature Date

AVID Administrator \_\_\_\_\_  
Signature Date