



### **Doherty High School Mission Statement**

*The Doherty High School Community  
will empower students to achieve their  
academic, social and civic potential.*

#### **Vision**

We envision that graduates of Thomas B. Doherty High School will be:

#### **ACADEMIC**

- Lifelong learners who are intrinsically motivated and who accept responsibility for learning.
- Effective communicators (reading, writing, speaking and listening).
- Literate in mathematics, science and technology.
- Able to manage time and set realistic goals.
- Capable of abstract reasoning.
- Competent to live, work, communicate and participate in a diverse, global society.
- Physically healthy.
- Appreciative of the arts and humanities.

#### **CIVIC**

- Responsible, informed citizens.
- Committed to participating in and contributing in society.
- Citizens who understand the importance of registering and voting.
- Proud of our shared heritage and accomplishments.
- Aware and respectful of other cultures.
- Able to provide proactive leadership in addressing change.
- Able to accept authority, while possessing strong convictions and a sense of justice.
- Committed to serving others.

#### **SOCIAL**

- Able to make sound decisions and to understand and accept consequences.
- Able to resolve conflict, seek compromise and manage emotions.
- Resilient and adaptable.
- Honest, responsible, and ethical.
- Self disciplined.
- Confident and possessing positive self-worth.
- Able to accept challenges.

## Doherty High School



## AVID Handbook

*Advancement Via Individual Determination*

*A guide to the  
AVID College Prep Elective Class*

**2008—2009**

#### **Inside:**

- **Overview of the AVID Program**
- **The AVID Elective Classroom**
- **AVID Standards**
- **AVID Elective Teachers and Site Team**
- **AVID Content Standards**
- **Doherty High School Mission and Vision**

## Overview of the AVID Program

### *What is AVID?*

- A nationwide, fifth grade through high school program to prepare students in the academic middle for four-year college eligibility
- Typically composed of students who are first time college-goers in their families, capable of completing rigorous curriculum and can achieve higher with support
- Helps students gain skills and confidence to complete a college-eligible curriculum with the added support of the AVID elective class and regular classroom teachers
- AVID methodologies implemented not just in the AVID elective class, but in core academic subject areas school-wide

### *Why do we have AVID?*

- Identified as an essential part of the Doherty School Improvement Plan
- Targets students in the “academic middle” who are often overlooked.
- AVID’s systemic approach designed to support students and educators as they increase schoolwide/districtwide learning and performance.

*“The mission of AVID is to ensure that ALL students, and most especially the least served students who are in the middle: will succeed in rigorous curriculum, will complete a rigorous college preparatory path, will enter mainstream activities of the school, will increase their enrollment in four-year colleges, and will become educated and responsible participants and leaders in a democratic society.”*

## AVID Content Standards

### **AVID Content and Performance Standards**

**Content Standard 1.0 – Students will develop strategies to identify and fulfill personal and academic goals.**

**Content Standard 2.0 – Students will develop strategies to ensure academic success in core studies required for entrance to four-year colleges and universities.**

**Content Standard 3.0 – Students will develop proficiency in “Writing to Learn” across the curriculum.**

**Content Standard 4.0 – Students will develop college awareness within a school-wide, college-going culture so they have the opportunity to be ready for the application process for a four-year college or university.**

**Content Standard 5.0 – Students will be proficient in using “The Writing Process” in core classes in order to write clear, coherent, and focused essays that exhibit awareness of audience and purpose and contain formal introductions, bodies of supporting evidence, and conclusions.**

**Content Standard 6.0 – Students will develop cross-curricular reading skills.**

**Content Standard 7.0 – Students are able to evaluate the content of oral communications and deliver focused, coherent presentations that convey a clear interpretation of ideas and unity in relation to purpose and audience.**

**Content Standard 8.0 – Students become proficient in the mathematical skills and concepts that prepare them for the rigorous courses required for admission to four-year colleges and universities.**

## AVID Elective Teachers and Site Team

### 2008—2009 Doherty High School AVID Elective Teachers

*Please contact any of these teachers if you have questions regarding the AVID Program.*

#### Seniors

Sue Knopp, English/AVID, 719-328-6598  
Nicole Medina, Foreign Language/AVID, 719-328-6447

#### Juniors

Connie Law, Science/AVID, 719-328-6500

#### Sophomores

Joan Jahelka, English/AVID, 719-328-6519  
Gwen Parence, Reading/AVID, 719-328-6472

#### Freshmen

Ted French, Social Studies/AVID, 719-320-2605  
Gwen Parence, Reading/AVID, 719-328-6472

Martha Bodell—AVID Administrator, 719-328-6405  
Sue Knopp, AVID Coordinator 719-328-6598

### AVID Site Team Members

Julie Boddicker—English	Stephanie Colgate—Math
Martha Bodell—Administration	Scott Crosby—Counseling
Scott Edmund—English	Ted French—Social Studies
Kathy Fruh—Counseling	Josh Galvan—Math
Misty Garland—Science	Tim Garland—Counseling
Sandra Gilbert—Counseling	Janet Juarros—Business
Tim Kaiser—Science	Tracy Mann-Reno—SPED
Betty Montague—English	Charmyn Neumeyer—LRT
Debbie Pierce—English	Graham Smith—Math
Lianne Thiessen—Math	Lori Thom—AVID Secretary
Lori Watson—Math	Tom Watson—Social Studies
Dennis Vigil—Principal	

## Overview of the AVID Program

### *Who are AVID students?*

Typical AVID Student Profile:

- Students in the “academic middle,” typically 2.0—3.5 GPA in regular classes.
- Average or above average test scores
- May be the first to attend college in his/her family
- Potential to succeed in an increasingly demanding schedule, including honors and/or AP classes, with support from the AVID elective class and AVID trained classroom teachers

### *How are students selected for the AVID Program?*

- Presentations about the AVID program are given to 8th grade classes
- Students are invited to apply for the program
- Interviewees selected on the basis of test scores and teacher recommendations
- Students apply to the program and are interviewed by AVID elective teachers, site team members, and current AVID students

### *What are some of the responsibilities of the AVID student?*

- Required to carry a binder for each class or a combined binder for all classes. Binders checked in AVID elective class to ensure students are working towards becoming more organized
- Should keep track of assignments, take Cornell-style notes. Because these are students “in the middle,” they often require an extra “push” from teachers to keep themselves organized and on top of class work
- Should, when possible, be seated near or in the front of the classroom to encourage them to pay attention and participate in class discussions
- Work with college tutors, and are required to participate in tutorial groups in the AVID elective class
- Taught study skills, test preparation, time management, and a variety of writing styles, then work toward applying strategies and skills in classes

## A Glimpse Inside The AVID Elective Classroom

### A Sample Week in the AVID Elective Daily Schedule

#### Monday—Curriculum Day

Writing Assignment  
Learning Logs  
Cornell Notes Review—refining notes, using notes for effective study

#### Wednesday—Curriculum Day

Study Strategies  
Tools for Learning (library, computers, references books)  
Time Management  
Goal Setting  
Developing questions at higher levels of thinking

#### Friday—AVID Friday Activities

Binder grading  
Guest speaker preparation (research, questions)  
Guest speakers  
Field Trips  
Team building, motivational activities

#### Tuesday—Tutorials

Complete tutor questions  
Include notes from subject area used in tutorial  
Participate in tutorial discussions, listening to and participating in discussions of all students' questions  
Complete summaries/reflections of tutorial  
Tutor assessment of student participation

#### Thursday—Tutorials

Same procedure as above

### Sample Activities for Grade Levels

**Freshmen:** AVID Binder, team building, classroom interactions, Cornell Notes, learning logs, tutorials, time management, test taking, study management, goal setting, four year planning.

**Sophomores:** AVID Binder review, time management, study management, team building, classroom interactions, in-depth work on Cornell notes, learning logs, Socratic Seminars, test taking, goal setting, four year plan review.

**Juniors:** Self-awareness and personal development, planning for college admission and college entrance exams, choosing a college, the college application process, college test taking.

**Seniors:** College admission essays, college placement exams, financial aid, AVID School to Profession Plan, preparing for college life.