

WICOR Workshop

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2017–2018
Certification Report
and
Self-Study Continuum
For AVID Elementary Sites

Name: _____

School Name: _____

(NCES) Number: _____ - _____ - _____
National Center for Educational Statistics (<http://nces.ed.gov/globallocator>)

County/Region: _____

State Name: _____

AVID is schoolwide when a strong AVID system transforms the instruction, systems, leadership, and culture of a school, ensuring college readiness for all AVID students and improved academic performance for all students based on increased opportunities.

Directions: How to Use this Instrument

Intent:

The intent of the AVID Elementary (AE) Certification instrument is to assist active AE sites with the Certification process and to inform their implementation through the utilization of data collection around the Essentials of AVID Elementary. Therefore, it is important for AVID Elementary site teams to utilize this instrument on a consistent and continual basis throughout the academic year. This is a living document; therefore, it should be referenced, reviewed, and refined on a continuous cycle.

Purpose:

For an elementary site to apply for Certification, AVID Center assumes the site has adopted a philosophy that is aligned with the mission of AVID to close the achievement gap by preparing all students for college readiness and success in a global society, and the site has incorporated AVID strategies (WICOR) into daily expectations.

AVID Elementary sites are required to have their Site Level Data approved by AVID Center to be eligible for Certification.

AVID Elementary Essentials

AVID Elementary (AE) can be implemented in grades K–8. The AE site team submits this document two times a year officially to AVID Center (fall and spring) through their District Director (DD). In addition, the AE site team should revisit and guide implementation through the lens of this document on at least a quarterly basis each academic year. The AE site team and the DD develop recommendations for addressing areas for growth and for expanding areas of strengths. The DD approves AE site team submission prior to submitting online to AVID Center Data Team.

The overall Certification rating is determined based on individual levels of implementation of each AE Essential and the submission of data for the AE Site Level Data Collection form. There are four AE Essentials that are standard across all active sites around the globe and aligned to the overarching goal of AVID Center's mission.

1. **Essential One: Instruction** – Writing to learn, Inquiry, Collaboration, Organization, and Reading to learn (WICOR) are the foundation for instruction in AVID Elementary classrooms.
2. **Essential Two: Culture** – AVID Elementary sites incorporate rigorous, relevant, differentiated opportunities for all students in an environment that promotes college readiness.
3. **Essential Three: Leadership** – AVID Elementary leaders support, guide and facilitate AVID Elementary implementation for all students.
4. **Essential Four: Systems** – AVID Elementary sites align their systems through accountability, articulation, assessment, and calibration to ensure the quality of AVID Elementary implementation.

2017–2018 AVID Elementary Certification Report and Self-Study Continuum

Determining the Certification Level

AVID Elementary sites are required to have their Site Level Data approved by AVID Center in order to be eligible for Certification.

The overall Certification level for an elementary site is based on the four AE Essentials. There are three categories that AE sites will reside within:

- **Non-Certified:** The site has one or more AE Essentials below Level 1 and has yet to meet Certification requirements.
- **Affiliate:** The site was previously Certified, but currently has one or more AE Essentials below Level 1.
- **AVID Elementary Certified:** The site meets Certification requirements for all four AE Essentials.

The evolution of a site's implementation can be viewed through four levels:

- **Not AVID (Level 0):** Certification requirements for Level 1 are not met (more than 1 Indicator is rated below Level 1). There is no plan, or the plan from the previous year was not implemented effectively.
- **Meets Certification Standards (Level 1):** No more than one Indicator is below Level 1; there must be a plan in place and implemented to bring that Indicator to Level 1 or higher for the following school year.
- **Routine Use (Level 2):** No more than one Indicator is below Level 2. No Indicator may be at Level 0.
- **Institutionalization (Level 3):** No more than one Indicator is below Level 3 (i.e., 3 out of 4, or 4 out of 5, or 5 out of 6, etc. *Indicators* must be checked at Level 3); no Indicator may be at Level 0.

I. Determining the Level of Implementation for Each Indicator

Each Indicator has a description under each of four headings: *Not AVID*, *Meets Certification Standards*, *Routine Use*, and *Institutionalization*. Review your evidence sources and check the applicable boxes indicating which evidence sources you are using for documentation; if creating additional evidence sources, check the box for "Other." Mark each Indicator according to the evidence you have. Once you have determined the level of implementation for each Indicator in an Essential, you are ready to determine the level of implementation of that Essential.

II. Determining the Level of Implementation of Each Essential

There are four possibilities for the rating for each AVID Elementary Essential: *Not AVID (Level 0)*, *Meets Certification Standards (Level 1)*, *Routine Use (Level 2)*, or *Institutionalization (Level 3)*. To be Certified, all Essentials must be at Level 1. To be at Level 2 implies that all Indicators for Level 1 are in place as well as Indicators for Level 2. To be at Level 3 implies that all Indicators for Levels 1 and 2 are in place as well as Indicators for Level 3. As described above, the levels of implementation for the Essentials determine the overall Certification rating for the school.

An individual AE Essential has multiple Indicators. Follow the guidelines listed below to determine the level of implementation of each Essential. After determining the level of implementation for the Essential, write a description of the strengths of your implementation of that Essential, a description of the areas for growth, and your site team's next steps.

- ***Institutionalization (Level 3)***: No more than one Indicator is below Level 3 (i.e., 3 out of 4, or 4 out of 5, or 5 out of 6 etc. Indicators must be checked at Level 3); no Indicator may be at Level 0.
- ***Routine Use (Level 2)***: No more than one Indicator is below Level 2. No Indicator may be at Level 0.
- ***Meets Certification Standards (Level 1)***: No more than one Indicator is below Level 1; there must be a plan in place and implemented to bring that Indicator to Level 1 or higher for the following school year.
- ***Not AVID (Level 0)***: Certification requirements for Level 1 are not met (more than 1 Indicator is below Level 1). There was no plan, or the plan from the previous year was not implemented effectively.

III. Determining the Certification Level of the AVID Elementary School

The overall Certification level is based on the ratings for each of the four AE Essentials. There are three possibilities for the school rating: "*Non-Certified*," "*Affiliate*," and "*AVID Elementary Certified*."

- ***Non-Certified***: The site has never been Certified and has one or more AE Essentials rated as *Not AVID (Level 0)* and is working to implement all four AE Essentials.
- ***Affiliate***: The site was once Certified, but now has one or more AE Essentials rated as *Not AVID (Level 0)*. A plan is in place to bring the Essential(s) to Level 1 for the following school year.
- ***AVID Elementary Certified***: The site has all four AE Essentials rated *Meets Certification Standards (Level 1)* or higher.

IV. Review your Completed Self-Study with your DD

After your site team completes the self-study to rate your site on all four Essentials, identify your site's strengths and areas for growth. Your District Director will write/review commendations and recommendations for your site team to implement during the following school year. Develop a site plan to sustain and expand your AVID implementation.

AVID Elementary Essential 1: Instruction

AVID Elementary Essential No. 1	Examples of Evidence Sources and Resources:	Rating for AVID Elementary Essential No. 1
<p>Writing to learn, Inquiry, Collaboration, Organization, and Reading to learn (WICOR) are the foundation for instruction in AVID Elementary classrooms.</p>	<ul style="list-style-type: none"> ▪ Use of AVID Elementary implementation resources, activities, and handouts ▪ Use of AVID Elementary Weekly ▪ Classroom observations by: <ul style="list-style-type: none"> ○ Peers ○ Administration ○ AVID Center staff ▪ Samples of student reflections ▪ Samples of student organizational tools ▪ Samples of student note-taking ▪ Samples of student work with levels of thinking clearly indicated ▪ Photos/videos of students ▪ Teacher lesson plans ▪ Other: _____ 	<p>Number of Indicators at each level:</p> <p>Level 0: _____</p> <p>Level 1: _____</p> <p>Level 2: _____</p> <p>Level 3: _____</p> <p>Overall Rating for Essential 1:</p> <p>_____</p>

Rating Guide: Indicators of Levels of Use
 To be at Level 2 implies that the criteria for Level 1 are in place as well as criteria for Level 2. To be at Level 3 implies that criteria for Levels 1 and 2 are in place as well as criteria for Level 3.

Level 0 Not AVID	Level 1 Meets Certification Standards	Level 2 Routine Use	Level 3 Institutionalization
<p>1. <input type="checkbox"/> There is no evidence that AE teachers are providing opportunities to utilize AE reflection tools.</p> <p>2. <input type="checkbox"/> There is no evidence that AE teachers provide opportunities and structures for note-taking.</p> <p>3. <input type="checkbox"/> It is not evident that AE teachers utilize Costa's Levels of Thinking and Questioning.</p> <p>4. <input type="checkbox"/> It is not evident that AE teachers provide opportunities and structures for students to work collaboratively.</p>	<p><input type="checkbox"/> One or more AE teachers provide opportunities to utilize AE reflection tools.</p> <p><input type="checkbox"/> One or more AE teachers provide opportunities and structures for note-taking.</p> <p><input type="checkbox"/> One or more AE teachers provide direct instruction on and embed Costa's Levels of Thinking and Questioning in lessons.</p> <p><input type="checkbox"/> One or more AE teachers provide opportunities and structures for students to work collaboratively.</p>	<p><input type="checkbox"/> One or more AE teachers at two or more AE grade levels provide opportunities to utilize AE reflection tools.</p> <p><input type="checkbox"/> One or more AE teachers at two or more grade levels provide opportunities and structures for note-taking.</p> <p><input type="checkbox"/> One or more AE teachers at two or more grade levels provide direct instruction on and embed Costa's Levels of Thinking and Questioning in lessons.</p> <p><input type="checkbox"/> One or more AE teachers at two or more grade levels provide opportunities and structures for students to work collaboratively.</p>	<p><input type="checkbox"/> The majority of teachers at the site provide opportunities to utilize AE reflection tools.</p> <p><input type="checkbox"/> The majority of teachers at the site provide opportunities and structures for note-taking.</p> <p><input type="checkbox"/> The majority of teachers at the site provide direct instruction on and embed Costa's Levels of Thinking and Questioning in lessons.</p> <p><input type="checkbox"/> The majority of teachers at the site provide opportunities and structures for students to work collaboratively.</p> <p><i>(continued on next page)</i></p>

Level 0 Not AVID	Level 1 Meets Certification Standards	Level 2 Routine Use	Level 3 Institutionalization
<p>5. <input type="checkbox"/> It is not evident that one or more AE teachers provide opportunities and structures for students to organize information, materials, and time.</p> <p>6. <input type="checkbox"/> It is not evident that AE teachers model and provide opportunities to use AE-identified effective reading strategies.</p>	<p><input type="checkbox"/> One or more AE teachers provide opportunities and structures for students to organize information, materials, and time.</p> <p><input type="checkbox"/> One or more AE teachers model and provide opportunities to use AE-identified effective reading strategies.</p>	<p><input type="checkbox"/> One or more AE teachers at two or more grade levels provide opportunities and structures for students to organize information, materials, and time.</p> <p><input type="checkbox"/> One or more AE teachers at two or more grade levels model and provide opportunities to use AE-identified effective reading strategies.</p>	<p><input type="checkbox"/> The majority of teachers at the site provide opportunities and structures for students to organize information, materials, and time.</p> <p><input type="checkbox"/> The majority of teachers at the site model and provide opportunities to use AE-identified effective reading strategies.</p>

What evidence sources from your site support implementation of AVID Elementary Essential 1?

What are some of the particular strengths of AVID Elementary Essential 1 at your site?

What aspects of AVID Elementary Essential 1 have room for growth?

AVID Elementary Essential 2: Culture

AVID Elementary Essential No. 2:	Examples of Evidence Sources and Resources:	Rating for AVID Elementary Essential No. 2
<p>AVID Elementary sites incorporate rigorous, relevant, differentiated opportunities for all students in an environment that promotes college readiness.</p>	<ul style="list-style-type: none"> ▪ Teacher lesson plans ▪ Classroom observations by: <ul style="list-style-type: none"> ○ Peers ○ Administration ○ AVID Center staff ▪ Parent workshop agendas, materials ▪ Use of AVID Elementary materials ▪ Meeting agendas and minutes ▪ Sign-in sheets ▪ Student reflections ▪ Other: _____ 	<p>Number of Indicators at each level:</p> <p>Level 0: _____</p> <p>Level 1: _____</p> <p>Level 2: _____</p> <p>Level 3: _____</p> <p>Overall Rating for Essential 2:</p> <p>_____</p>

Rating Guide: Indicators of Levels of Use
 To be at Level 2 implies that the criteria for Level 1 are in place as well as criteria for Level 2. To be at Level 3 implies that criteria for Levels 1 and 2 are in place as well as criteria for Level 3.

Level 0 Not AVID	Level 1 Meets Certification Standards	Level 2 Routine Use	Level 3 Institutionalization
<p>1. <input type="checkbox"/> There is no evidence that AE teachers provide instruction and structures to promote a positive, safe, challenging academic environment.</p> <p>2. <input type="checkbox"/> There is no evidence that AE teachers utilize a variety of diverse grouping patterns with attention to gender, race, ethnicity, culture, and ability and provide differentiated instructional opportunities.</p> <p>3. <input type="checkbox"/> AE site team does not establish awareness of AE site goals nor lead two or more home/school workshops per academic year.</p>	<p><input type="checkbox"/> One or more AE teachers provide instruction and structures to promote a positive, safe, challenging academic environment.</p> <p><input type="checkbox"/> One or more AE teachers utilize a variety of diverse grouping patterns with attention to gender, race, ethnicity, culture, and ability and provide differentiated instructional opportunities.</p> <p><input type="checkbox"/> AE site team establishes awareness of AE site goals by leading two or more home/school workshops per academic year.</p>	<p><input type="checkbox"/> One or more AE teachers at two or more grade levels provide instruction and structures to promote a positive, safe, challenging academic environment.</p> <p><input type="checkbox"/> One or more AE teachers at two or more grade levels utilize a variety of diverse grouping patterns with attention to gender, race, ethnicity, culture, and ability and provide differentiated instructional opportunities.</p> <p><input type="checkbox"/> AE site team facilitates involvement in AE site goals by leading three or more home/school workshops per academic year.</p>	<p><input type="checkbox"/> The majority of teachers at the site provide instruction and structures to promote a positive, safe, challenging academic environment.</p> <p><input type="checkbox"/> The majority of teachers at the site utilize a variety of diverse grouping with attention to gender, race, ethnicity, culture, and ability and provide differentiated instructional opportunities.</p> <p><input type="checkbox"/> AE site team creates sustained partnerships in AE site goals by leading four or more home/school workshops per academic year.</p> <p><i>(continued on next page)</i></p>

Level 0 Not AVID	Level 1 Meets Certification Standards	Level 2 Routine Use	Level 3 Institutionalization
<p>4. <input type="checkbox"/> There is no evidence that the AE site team identifies, defines, and holds all students accountable to high academic expectations for all students within one or more classrooms.</p>	<p><input type="checkbox"/> There is evidence that the AE site team identifies, defines, and holds all students accountable to high academic expectations for all students within one or more classrooms.</p>	<p><input type="checkbox"/> There is evidence that the AE site team identifies, defines, and holds all students accountable to high academic expectations for all students through partnerships among two or more grade levels.</p>	<p><input type="checkbox"/> There is evidence that the AE site team identifies, defines, and holds all students accountable to high academic expectations for all students through partnerships within the district feeder pattern.</p>

What evidence sources from your site support implementation of AVID Elementary Essential 2?

What are some of the particular strengths of AVID Elementary Essential 2 at your site?

What aspects of AVID Elementary Essential 2 have room for growth?

AVID Elementary Essential 3: Leadership

AVID Elementary Essential No. 3:	Examples of Evidence Sources and Resources:	Rating for AVID Elementary Essential Number 3
<p>AVID Elementary leaders support, guide, and facilitate AVID Elementary implementation for all students.</p>	<ul style="list-style-type: none"> ▪ AE site plan ▪ Campus Improvement Plan ▪ List of AE site team members ▪ Schedule, agendas, and minutes from AE site team meetings ▪ Campus professional learning plan ▪ Registration for professional learning opportunities ▪ Sign-in sheets from meetings and professional learning sessions ▪ Other: _____ 	<p>Number of Indicators at each level:</p> <p>Level 0: _____</p> <p>Level 1: _____</p> <p>Level 2: _____</p> <p>Level 3: _____</p> <p>Overall Rating for Essential 3: _____</p>

Rating Guide: Indicators of Levels of Use

To be at Level 2 implies that the criteria for Level 1 are in place as well as criteria for Level 2. To be at Level 3 implies that criteria for Levels 1 and 2 are in place as well as criteria for Level 3.

Level 0 Not AVID	Level 1 Meets Certification Standards	Level 2 Routine Use	Level 3 Institutionalization
<p>1. <input type="checkbox"/> AE administrator has not attended one AVID Summer Institute AE strand within the last two years.</p> <p>2. <input type="checkbox"/> AE site team does not meet regularly.</p> <p>3. <input type="checkbox"/> AE administrator does not articulate specific AE strategies in a variety of instructional settings (including grade-level meetings or classroom walkthroughs).</p>	<p><input type="checkbox"/> AE administrator has attended one AVID Summer Institute AE strand within the last two years.</p> <p><input type="checkbox"/> AE site team meets at least quarterly to collaborate on issues of planning and logistics of AE implementation.</p> <p><input type="checkbox"/> AE administrator articulates specific AE strategies in a variety of instructional settings.</p>	<p><input type="checkbox"/> AE administrator has attended two or more AVID Professional Learning opportunities (AVID Summer Institute, e-Learning, National Conference, Path to Schoolwide training, or other AVID approved professional learning) within the last two years and guides implementation across site.</p> <p><input type="checkbox"/> AE site team meets at least monthly to collaborate on issues of planning and logistics.</p> <p><input type="checkbox"/> AE administrator articulates and demonstrates specific AE strategies in a variety of instructional settings.</p>	<p><input type="checkbox"/> AE administrator attends three or more AVID Professional Learning opportunities within the last two years and leads integration to ensure fidelity of AE implementation.</p> <p><input type="checkbox"/> AE site team meets at least monthly to collaborate on issues of planning and logistics and influences school policy.</p> <p><input type="checkbox"/> AE administrator articulates, demonstrates, and coaches AE strategies in a variety of instructional settings.</p> <p><i>(continued on next page)</i></p>

Level 0 Not AVID	Level 1 Meets Certification Standards	Level 2 Routine Use	Level 3 Institutionalization
<p>4. <input type="checkbox"/> AE site team has not developed a site plan that includes a shared mission, vision, values, or goals for sustainable AE implementation.</p> <p>5. <input type="checkbox"/> AE site team teachers have not attended Summer Institute or approved AVID Center, divisional, or district trainings.</p>	<p><input type="checkbox"/> AE site team has developed a site plan that includes a shared mission, vision, values, and goals for sustainable AE implementation.</p> <p><input type="checkbox"/> AE site team members have attended Summer Institute or approved AVID Center, divisional, or district trainings.</p>	<p><input type="checkbox"/> AE site team has developed a site plan and can demonstrate actions that are aligned with the shared mission, vision, values, and goals for sustainable AE implementation.</p> <p><input type="checkbox"/> 25% of the teachers on the campus have attended Summer Institute or approved AVID Center, divisional, or district trainings.</p>	<p><input type="checkbox"/> AE site team has developed a site plan that integrates the shared mission, vision, values, and goals as a cornerstone for all site decisions.</p> <p><input type="checkbox"/> 50% of the teachers on the campus have attended Summer Institute or approved AVID Center, divisional or district trainings.</p>

What evidence sources from your site support implementation of AVID Elementary Essential 3?

What are some of the particular strengths of AVID Elementary Essential 3 at your site?

What aspects of AVID Elementary Essential 3 have room for growth?

AVID Elementary Essential 4: Systems

AVID Elementary Essential No. 4:	Examples of Evidence Sources and Resources:	Rating for AVID Elementary Essential No. 4
<p>AVID Elementary sites align their systems through accountability, articulation, assessment, and calibration to ensure quality of AVID Elementary implementation.</p>	<ul style="list-style-type: none"> ▪ AVID Center data collection forms ▪ District/Site created data collection ▪ Classroom, grade level, site SMART goals ▪ Meeting agendas and minutes reflecting discussion and revision of goals ▪ Completed CSS ▪ Financial plans/budget data reflecting support of implementation ▪ AE Student Level Assessments ▪ Meeting minutes reflecting discussion of AE assessment results ▪ Campus/district vertical articulation meeting agendas, minutes, and/or sign-in sheets ▪ Other: _____ 	<p>Number of Indicators at each level:</p> <p>Level 0: _____</p> <p>Level 1: _____</p> <p>Level 2: _____</p> <p>Level 3: _____</p> <p>Overall Rating for Essential 4:</p> <p>_____</p>

Rating Guide: Indicators of Levels of Use

To be at Level 2 implies that the criteria for Level 1 are in place as well as criteria for Level 2. To be at Level 3 implies that criteria for Levels 1 and 2 are in place as well as criteria for Level 3.

Level 0 Not AVID	Level 1 Meets Certification Standards	Level 2 Routine Use	Level 3 Institutionalization
<p>1. <input type="checkbox"/> It is not evident that the AE administrator documents and oversees the specified resources (personnel, time, assessments, fiscal) for AE implementation.</p> <p>2. <input type="checkbox"/> It is not evident that the AE administrator submits AE Site Level Data to the DD-E according to timelines.</p> <p>3. <input type="checkbox"/> There is no evidence that AE teachers administer AE assessments and disaggregate data according to timelines, to inform instruction.</p>	<p><input type="checkbox"/> The AE administrator documents and oversees the specified resources (personnel, time, assessments, fiscal) to support AE implementation in one or more classrooms.</p> <p><input type="checkbox"/> The AE administrator submits AE Site Level Data to the DD-E according to timelines.</p> <p><input type="checkbox"/> One or more AE teachers administer AE assessments and disaggregate data according to timelines, to inform instruction.</p>	<p><input type="checkbox"/> The AE administrator documents and oversees the specified resources (personnel, time, assessments, fiscal) to support implementation in one or more classrooms at two or more grade levels.</p> <p><input type="checkbox"/> The AE administrator submits AE Site Level Data to the DD-E according to timelines and utilizes both Site Level Data and AE assessments to determine professional learning needs and AE site priorities.</p> <p><input type="checkbox"/> One or more AE teachers at two or more AE grade levels administer AE assessments and meet quarterly to disaggregate data according to timelines, to inform instruction.</p>	<p><input type="checkbox"/> The AE administrator documents and oversees the specified resources (personnel, time, assessments, fiscal) to support implementation and sustainability in the majority of classrooms at the site.</p> <p><input type="checkbox"/> The AE administrator submits AE Site Level Data to the DD-E according to timelines and collaborates with the site team to determine professional learning needs and refine AVID site priorities for AE sustainability.</p> <p><input type="checkbox"/> AE site team meets at least quarterly to collect and disaggregate assessment data according to timelines, to inform vertical and horizontal progression of skills across the site.</p> <p><i>(continued on next page)</i></p>

Level 0 Not AVID	Level 1 Meets Certification Standards	Level 2 Routine Use	Level 3 Institutionalization
4. <input type="checkbox"/> There is no evidence that AE teachers review and refine AVID grade-level priorities and related SMART goals.	<input type="checkbox"/> One or more AE teachers review and refine AE grade-level priorities and related SMART goals.	<input type="checkbox"/> One or more AE teachers at two or more AE grade levels meet quarterly to review and refine AE grade-level priorities and related SMART goals.	<input type="checkbox"/> AE site team meets at least quarterly to review and refine AE grade-level priorities and related SMART goals that support sequential progression of skills across the site.

What evidence sources from your site support implementation of AVID Elementary Essential 4?

What are some of the particular strengths of AVID Elementary Essential 4 at your site?

What aspects of AVID Elementary Essential 4 have room for growth?

AVID Elementary Certification Summary Report 2017–2018 School Year

	<i>Not AVID</i> <i>(Level 0)</i>	<i>Meets Certification Standards</i> <i>(Level 1)</i>	<i>Routine Use</i> <i>(Level 2)</i>	<i>Institutionalization</i> <i>(Level 3)</i>
Essential 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total: _____ _____ _____ _____

Certification Level Guidelines for AVID Elementary Sites

New AVID Elementary Site: The site is currently in the first year of implementation, and began implementation at AVID Summer Institute in ____ / ____ / ____ (MM/DD/YYYY).

Non-Certified: The site has one or more AVID Elementary Essentials below Level 1 and has yet to meet Certification requirements.

Affiliate: The site was previously Certified, but currently has one or more AVID Elementary Essentials below Level 1.

AVID Elementary Certified: The site meets Certification requirements; all Essentials are rated Level 1 and higher, and the site is implementing AVID Elementary in the following academic year.

AVID Elementary Certification Summary Report: 2017–2018 School Year

District/Complex: _____ School: _____

County/Region: _____ State: _____

Signature of person completing form Date signed

Signature of AE Site Principal/Administrative Designee Date signed

Signature of District Director Date signed

Commendations and Recommendations Approved by the District Director:

Commendations:

Recommendations:



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

How to Use This Crosswalk

Intent: The AVID Certification Crosswalk is a resource for campus and district leaders to assist in understanding how the Coaching and Certification Instrument (CCI) is the combination of the previously used Certification Self-Study (CSS), the Schoolwide College Readiness Coaching Tool (SWCRCT), and the AVID Schoolwide Site of Distinction Metrics. The Crosswalk is organized by the four AVID Schoolwide domains in order to allow the user to compare the new CCI, which they will begin using in Fall 2017, to the previously used CSS. The majority of the CCI criteria were previously included in the CSS, but additional criteria have been added to guide campuses toward implementing AVID as a schoolwide college readiness system.

When utilizing this Crosswalk, the documents listed below should be available for reference. They will be referenced in the Crosswalk as follows:

- **Coaching and Certification Instrument** – The CCI is AVID's newest certification tool, replacing the CSS. Column 2 of the Crosswalk refers to this instrument by referencing first the Domain and then the Subdomain, followed by the Indicator. Example: II.3.32 in the Crosswalk refers to the Systems Domain, the Assessment of Student Progress Subdomain, and Indicator number 32.
- **Indicator Focus** – This is a shortened summary of the CCI Indicator that is referenced in Column 2. In the CCI, all of the Subdomains and Indicators have four implementation levels, except the Indicators in the *Management of the AVID Elective Subdomain*, which have three levels.
- **AVID Certification Self-Study Report** – The CSS was AVID's previous certification tool. Column 3 refers to this report by referencing first the Essential and then the specific Indicator. Example: 2.4 in the Crosswalk refers to Essential 2, Indicator 4 from the CSS.
- **Schoolwide College Readiness Coaching Tool** – The SWCRCT was one of AVID's previous coaching tools. Column 3 refers to the tool by referencing the Domain, Indicator, and Descriptor. Example: Domain I, 2a refers to *Domain I (Instruction)*, *Indicator 2 (WICOR)*, *Descriptor a* (teachers collaborating to use WICOR in all units of study).
- **Schoolwide Site of Distinction Metrics** – Schoolwide Site of Distinction Metrics include both process and impact metrics that help to assess progress toward AVID Schoolwide implementation. These metrics are included in Column 3.
- **Examples of Evidence Sources and Resources** – This list is not all-inclusive, but rather contains examples of evidence sources and resources to springboard thinking toward determining what authentic evidence to showcase when rating implementation levels in the CCI.

Note: In this Crosswalk, middle-school-specific Indicators are shaded dark gray (■), and high-school-specific Indicators are shaded light gray (■).

I. AVID Schoolwide Instruction				
AVID Schoolwide instruction occurs when the entire instructional staff utilizes AVID strategies, other best instructional practices, and 21st century tools to ensure college readiness for AVID Elective students and improved academic performance for all students.				
1. WICOR (Writing, Inquiry, Collaboration, Organization, and Reading)				
AVID's proven learning support structure incorporates teaching and learning methodologies in the critical areas of Writing, Inquiry, Collaboration, Organization, and Reading (WICOR). WICOR provides a learning model that educators can use to guide students in comprehending concepts and articulating ideas at increasingly complex levels (scaffolding) within developmental, general education, and discipline-based curricula.				
Indicator Focus	CCI	Connections to the CSS	Examples of evidence sources and resources	
		Related AVID Schoolwide Site of Distinction Metrics		
Students use writing-to-learn techniques	1.1.1	6.1 6.4	<ul style="list-style-type: none"> Lesson plans Classroom observations Use of most current AVID's Weeks at a Glance (WAG), Writing curriculum, AVID Critical Reading curriculum, and/or Focused Note-Taking curriculum Focused notes demonstrating increase of organized thought Reflective writing Learning logs 	
Students spend time weekly writing to clarify and organize experiences	1.1.2	6.2	<ul style="list-style-type: none"> Lesson plans Classroom observations Use of most current AVID's Weeks at a Glance (WAG), Writing Curriculum, AVID Critical Reading Curriculum, and/or Focused Note-Taking Curriculum Writing process 	
Students use focused note-taking	1.1.3	6.3 7.1	<ul style="list-style-type: none"> Lesson plans Classroom observations notes demonstrating increase of organized thought Use of most current Focused Note-Taking curriculum 	
Students ask higher-level questions to promote critical thinking	1.1.4	7.2	<ul style="list-style-type: none"> Use of most current <i>AVID Tutorial Guide</i>, video, and materials (2012) Tutorial Request Forms (TRF) and tutorial reflections Student work demonstrating strategies for using higher-level questions and deeper thinking Focused notes 	
Students use structures for inquiry	1.1.5	7.3	<ul style="list-style-type: none"> Documentation of Socratic Seminars Documentation of Philosophical Chairs 	
Students access digital information from multiple sources and evaluate the information	1.1.6	3.4	<ul style="list-style-type: none"> Lesson plans Student work 	

I. AVID Schoolwide Instruction (cont'd.)

Students use technology as an effective tool for collaboration	I.1.7	7.7	<ul style="list-style-type: none"> • Lesson plans • Videos of students' presentations and academic work • Transcripts of online collaboration
Students use structures for collaboration	I.1.8	7.4	<ul style="list-style-type: none"> • Lesson plans • Classroom observations • Use of most current Weeks at a Glance (WAG)
Students participate in tutorials and collaborative study groups	I.1.9	7.5	<ul style="list-style-type: none"> • Use of most current <i>AVID Tutorial Guide</i>, video, and materials • Tutorial Request Forms (TRF) and tutorial reflections • Documentation from Collaborative Study Groups (CSG)
Students demonstrate leadership skills	I.1.10	7.6	<ul style="list-style-type: none"> • Lesson plans • Classroom observations • Use of most current Weeks at a Glance (WAG) • Videos of students' presentations and academic work
Students set goals and monitor their grades to ensure they are college ready	1.1.11	5.5	<ul style="list-style-type: none"> • Use of most current AVID's Weeks at a Glance (WAG) • Lesson plans • Student work showing goal-setting process
Students use AVID organizational tools to track coursework and organize their thinking and learning	I.1.12	5.1 5.2 5.3	<ul style="list-style-type: none"> • Lesson plans • Use of most current AVID's Weeks at a Glance (WAG) • Graphic organizers • Binders/Binder checks • Portfolios • Classroom observations • Agendas, planners, calendars • Backwards mapping samples
Students use course materials to actively participate in class discussions and activities	I.1.13	5.4	<ul style="list-style-type: none"> • Classroom observations • Binder checks
Students use the critical reading process to access increasingly rigorous texts	I.1.14	6.5	<ul style="list-style-type: none"> • Lesson plans • Classroom observations • Use of AVID Weekly • Critical reading process
Percentage of teachers routinely using WICOR strategies	I.1.15	Schoolwide Site of Distinction Process Metric	<ul style="list-style-type: none"> • Lesson plans • Classroom observations • Usage report

II. AVID Schoolwide Systems

AVID is Schoolwide when systems are in place that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure college readiness for AVID Elective students and improved academic performance for all students.

1. Management of the AVID Elective

Management of the AVID Elective ensures the basic requirements of the AVID Elective are in place to ensure college readiness for AVID Elective students. These requirements include processes to verify student selection, voluntary participation, and implementation of the AVID tutorial, and to expand the AVID Elective.

Indicator Focus	CCI	Connections to the CSS	Examples of evidence sources and resources
	Connections to the SWCRCT		
	Related AVID Schoolwide Site of Distinction Metrics		
Students in AVID meet locally defined selection criteria	II.1.1	1.1	<ul style="list-style-type: none"> • Student applications/interview questions • Recruitment rubric showing selection criteria • Minutes of AVID Site Team meetings discussing student selection
AVID students have signed contracts and there is evidence of parent involvement	II.1.2	2.1	<ul style="list-style-type: none"> • AVID contracts • Resources from parent meetings • Documents detailing communication with parents
A student recruitment plan is in place and AVID Site Team members play an active role in the process	II.1.3	1.2 1.3	<ul style="list-style-type: none"> • Recruitment process/plan including timeline and forms • Minutes of AVID Site Team meetings discussing selection process • Documentation that details the Site Team members' involvement in the process
AVID Elective teachers choose to participate	II.1.4	2.2 2.3	<ul style="list-style-type: none"> • AVID Elective teacher and Site Team member contracts • Documentation detailing activities led by the AVID Elective teachers and Site Team members
AVID Elective teacher selection process is in place	II.1.5	2.4	<ul style="list-style-type: none"> • Process for selecting AVID teachers • Site Team minutes reviewing/refining the process
AVID Site Team collaborates to develop an effective Site Plan	II.1.6	1.1.2	<ul style="list-style-type: none"> • AVID Site Plan • Site Team meeting minutes
AVID Site Team meets regularly and collaborates on planning, logistical, and student access issues	II.1.7	1.1.3	<ul style="list-style-type: none"> • Schedule, agendas, and minutes from AVID Site Team and Vertical Team meetings

II. AVID Schoolwide Systems (cont'd.)

<p>AVID Site Team provides support to the AVID Elective teacher(s) in the implementation and operation of AVID</p>	<p>II.1.8</p>	<p>1.1.4</p>	<ul style="list-style-type: none"> Lesson plans from AVID Site Team members that incorporate AVID methodologies Professional learning plan AVID Site Team meeting minutes
<p>Tutor recruitment and retention plan is developed/implemented</p>	<p>II.1.9</p>	<p>8.5</p>	<ul style="list-style-type: none"> Tutor recruitment and retention plan Site Team meeting minutes Tutor/tutorial schedule
<p>Tutors follow guidelines established in the AVID Tutorial Guide and promote student-centered discussions</p>	<p>II.1.10</p>	<p>8.1</p>	<ul style="list-style-type: none"> Use of most current <i>AVID Tutorial Guide</i>, videos, and materials Classroom observations Tutor/tutorial schedule Minutes from teacher/tutor debrief/coaching meetings Tutor hiring documents, recruitment, training and retention plan
<p>Tutors participate in 16 hours of tutorial training and ongoing coaching occurs regularly at the site</p>	<p>II.1.11</p>	<p>8.2</p>	<ul style="list-style-type: none"> Use of most current <i>AVID Tutorial Guide</i>, videos, and materials Use of most current Tutorial Training Pacing Chart Minutes from teacher/tutor debrief/coaching meetings
<p>Tutors guide AVID students in all aspects of the tutorial process and make adjustments when necessary, based on evaluation/feedback</p>	<p>II.1.12</p>	<p>8.4</p>	<ul style="list-style-type: none"> Use of most current Tutorial Training Pacing Chart and Tutorial Analysis Grade Reflection Activity Classroom observations and scripting to determine: tutors and students using Costa's Levels of Thinking and questioning in inquiry process; teacher coaching tutors and students Student/tutor reflections of tutor mentoring experiences
<p>The student-tutor ratio in the AVID Elective class is no higher than 7:1 and tutors are current college students</p>	<p>II.1.13</p>	<p>8.3</p>	<ul style="list-style-type: none"> Tutor hiring documents, recruitment, training and retention plan Classroom observations Tutor/tutorial schedule
<p>AVID Elective teachers have attended Tutorology training</p>	<p>II.1.14</p>	<p>8.6</p>	<ul style="list-style-type: none"> Summer Institute/Path to Schoolwide certificate of attendance MyAVID transcript of AVID Elective teachers
<p>AVID Elective teachers have attended the appropriate strands for their role and have attended SI regularly</p>	<p>II.1.15</p>	<p>10.3</p>	<ul style="list-style-type: none"> Staff attendance records at AVID Summer Institute and/or other AVID professional learning experiences
<p>AVID Elective classes are fully enrolled, expanding, and retaining students for multiple years</p>	<p>II.1.16</p>	<p>3.2</p>	<ul style="list-style-type: none"> Master schedule Site Team plans for program expansion Recruitment timeline
<p>AVID Elective classes are scheduled within the regular academic school day</p>	<p>II.1.17</p>	<p>3.1</p>	<ul style="list-style-type: none"> Master class schedule (current and following year) Student schedules Documentation detailing how schedule conflicts are avoided

II. AVID Schoolwide Systems (cont'd)			
2. Access to Rigor and Student Support			
Access to Rigor and Student Support ensures the master schedule, curriculum, instructional practices, and academic support structures are in place and implemented to promote students' access and success in courses of high rigor.			
Master schedule supports AVID and rigorous courses with minimal scheduling conflicts	II.2.18	SWCRCT, Domain II, 4b	<ul style="list-style-type: none"> • Master class schedule (current and following year) • Student schedules • Documentation detailing how schedule conflicts are avoided
Vertical and horizontal articulation is in place to ensure all students are college ready	II.2.19	SWCRCT, Domain II, 4f	<ul style="list-style-type: none"> • Meeting minutes • Lesson plans
Academic support structures and rigorous instructional practices are implemented to help ensure that students develop deeper levels of understanding in rigorous work	II.2.20	SWCRCT, Domain II, 4g SWCRCT, Domain I, 3b	<ul style="list-style-type: none"> • Lesson plans • Mentoring schedule/notes • Meeting minutes • Tutorial schedule • Professional learning agenda/presentation • Classroom observations
3. Assessment of Student Progress			
Assessment of Student Progress demonstrates that an increasing number of students are meeting benchmarks in core content areas to ensure they are prepared to enroll and succeed in rigorous, college-preparatory courses.			
MS: Percentage of AVID students receiving passing grades of "C" or better	II.3.21	4.1	<ul style="list-style-type: none"> • Report cards • Transcripts
MS: Percentage of students completing higher level math	II.3.22	4.6 Schoolwide Site of Distinction Impact Metric	<ul style="list-style-type: none"> • Student schedules • Report cards
MS: Percentage of 7th and 8th grade students participating in college-readiness exams	II.3.23	4.8 Schoolwide Site of Distinction Impact Metric	<ul style="list-style-type: none"> • College testing score sheets • College entrance test prep exams
MS: Percentage of students' schedules reflect enrollment in an increasingly rigorous sequence of courses	II.3.24	4.5 Schoolwide Site of Distinction Impact Metric	<ul style="list-style-type: none"> • Student schedules (multi-year) • Master course enrollment list • Analyses of student schedules/transcripts • Report cards
MS: Percentage of 8th graders who have chosen their college-prep courses for 9th grade	II.3.25	4.7	<ul style="list-style-type: none"> • Four-year graduation plan reflecting four-year college-going requirements

II. AVID Schoolwide Systems (cont'd)

<p>HS: Percentage of AVID students receiving passing grades of “C” or better</p>	<p>II.3.26</p>	<p>4.1</p>	<ul style="list-style-type: none"> • Report cards • Transcripts
<p>HS: Percentage of students' schedules reflect enrollment in an increasingly rigorous sequence of courses</p>	<p>II.3.27</p>	<p>4.2</p>	<ul style="list-style-type: none"> • Student schedules (multi-year) • Master course enrollment list • Analyses of student schedules/transcripts • Report cards
<p>HS: Percentage of 11th and 12th grade students who have completed at least one advanced course</p>	<p>II.3.28</p>	<p>4.3 Schoolwide Site of Distinction Impact Metric</p>	<ul style="list-style-type: none"> • Student schedules • Master course enrollment list • Formal reporting of test scores
<p>HS: Percentage of 11th and 12th grade students have taken at least one AP, IB, AICE, or EOC dual enrollment exam</p>	<p>II.3.29</p>	<p>4.3 Schoolwide Site of Distinction Impact Metric</p>	<ul style="list-style-type: none"> • Student schedules • Master course enrollment list • Formal reporting of test scores
<p>HS: Percentage of all 12th grade students who have completed college entrance requirements</p>	<p>II.3.30</p>	<p>4.2 Schoolwide Site of Distinction Impact Metric</p>	<ul style="list-style-type: none"> • Student schedules (multi-year) • Master course enrollment list • Analyses of student schedules/transcripts • Report cards
<p>HS: Percentage of students who have taken a state-mandated exit exam and scored proficient or above</p>	<p>II.3.31</p>	<p>9.5</p>	<ul style="list-style-type: none"> • Standardized test scores • Disaggregated reports
<p>HS: Percentage of students participating in appropriate college-readiness exams</p>	<p>II.3.32</p>	<p>4.4 Schoolwide Site of Distinction Impact Metric</p>	<ul style="list-style-type: none"> • College testing score sheets • College entrance test prep exams
<p>HS: Percentage of seniors who have applied to one or more colleges/universities</p>	<p>II.3.33</p>	<p>9.6 Schoolwide Site of Distinction Impact Metric</p>	<ul style="list-style-type: none"> • College application report
<p>HS: Percentage of seniors who have been accepted to a college/university</p>	<p>II.3.34</p>	<p>Schoolwide Site of Distinction Impact Metric</p>	<ul style="list-style-type: none"> • College acceptance report

II. AVID Schoolwide Systems (cont'd)			
AVID Site Team utilizes the AVID Center Data System to improve and/or expand AVID	II.3.35	9.2	<ul style="list-style-type: none"> AVID Center Data System Disaggregated reports Master schedule
Performance, enrollment, and/or staffing data is analyzed to promote access and success in advanced courses	II.3.36	9.3	<ul style="list-style-type: none"> AVID Site Plan School and/or district improvement plan AP Course enrollment (previous and current) Site Team meeting minutes Site/District data reports
Standardized test data is analyzed to inform instruction and assess achievement	II.3.37	9.4	<ul style="list-style-type: none"> Site Team meeting minutes Standardized test scores Disaggregated reports
4. Professional Learning			
AVID Professional Learning ensures that AVID Elective teachers, school leadership, and other faculty and staff receive professional learning in AVID learning strategies, methodologies, and structures to ensure college readiness for students.			
Percentage of site staff trained in AVID methodologies at AVID-hosted professional learning	II.4.38	10.4	<ul style="list-style-type: none"> Staff attendance records at AVID Summer Institute and/or other AVID professional learning experiences Multi-year professional learning plan
AVID Site Team members provide professional learning on AVID instructional methodologies to other staff and faculty.	II.4.39	11.7	<ul style="list-style-type: none"> Lesson plans from AVID Site Team members that incorporate AVID methodologies Professional learning plan AVID Site Team meeting minutes AVID eLearning certificate of course completion
Principal and other administrator attendance at leadership-based AVID professional learning	II.4.40	10.5	<ul style="list-style-type: none"> Staff attendance records at AVID Summer Institute and/or other AVID professional learning experiences Multi-year professional learning plan
Principal and/or site administrators ensure financial resources and processes are in place to support ongoing professional learning	II.4.41	SWCRCT, Domain II, 3	<ul style="list-style-type: none"> Site/District budget for professional learning District and/or site professional learning plan Minutes from budget meeting(s)

III. AVID Schoolwide Leadership			
AVID Schoolwide leadership sets the vision and tone that promotes college readiness and high expectations for all students in the school.			
1. College Readiness Mission and Vision			
The school's College Readiness Mission and Vision is aligned with AVID's philosophy for college readiness, reflected in site decisions, documents, and policies, and supported by all stakeholders (faculty, staff, students, families, and community members).			
Indicator Focus	CCI	Connections to the CSS	Examples of evidence sources and resources
	Connections to the SWCRCT		
	Related AVID Schoolwide and/or Site of Distinction Metrics		
<i>School's mission and vision align with AVID's mission and vision for college readiness</i>	III.1.1	SWCRCT, Domain III, 1a	<ul style="list-style-type: none"> School's mission and vision statements
<i>Principal and SLT (School Leadership Team) communicate the school's mission and vision</i>	III.1.2	SWCRCT, Domain III, 1a	<ul style="list-style-type: none"> Parent and/or other stakeholder communication Meeting minutes School mission and vision statement
2. Representative Governance			
Representative Governance focuses on the composition of the school leadership and AVID Site Team such as the principal, faculty and staff, and other relevant stakeholders who work collaboratively to promote college readiness and high expectations for all students.			
<i>SLT has a dedicated position for AVID Site Team representation and includes a variety of stakeholders</i>	III.2.3	SWCRCT, Domain III, 2a	<ul style="list-style-type: none"> Composition of SLT SLT meeting attendance sheets and/or minutes
<i>AVID Site Team includes interdisciplinary teachers, a site administrator, principal, counselor, AVID Elective class teacher(s), and parents, tutors, and students when appropriate</i>	III.2.4	1.1.1 Schoolwide Site of Distinction Process Metric	<ul style="list-style-type: none"> Composition of AVID Site Team Site Team meeting attendance sheets and/or minutes
<i>SLT, AVID Site Team, and principal collaboratively make decisions that promote college readiness and high expectations of students</i>	III.2.5	SWCRCT, Domain III, 2a	<ul style="list-style-type: none"> Meeting minutes Planning results Photographs

III. AVID Schoolwide Leadership (cont'd.)

3. Strategic College Readiness Planning

Strategic College Readiness Planning ensures school documents and policies such as the School Improvement Plan (SIP), District Strategic Plan, and funding mechanisms are aligned with AVID's philosophy of college readiness that helps ensure students have open and equal access to rigorous courses.

<p><i>The principal and SLT ensure school policies and published materials reflect AVID's philosophy of open access to rigorous courses</i></p>	<p>III.3.6</p>	<p>SWCRCT, Domain III, 2c</p>	<ul style="list-style-type: none"> • School policy statement • Published materials and/or communication reflecting open access philosophy
<p><i>Funding for the AVID Elective is included in school and/or district budget and site coordinator is a part of the process</i></p>	<p>III.3.7</p>	<p>10.1</p>	<ul style="list-style-type: none"> • Site/District budget for AVID • District and/or school improvement plan • Minutes from budget meeting(s)
<p><i>Principal and SLT examine and develop a plan to confront barriers to access and equity in school policies</i></p>	<p>III.3.8</p>	<p>SWCRCT, Domain III, 2c</p>	<ul style="list-style-type: none"> • Policy changes • Meeting minutes

IV. AVID Schoolwide Culture			
AVID Schoolwide culture is evident when the AVID philosophy progressively shifts beliefs and behaviors resulting in an increase of students meeting college readiness requirements.			
1. Rigor			
A culture of Rigor ensures WICOR strategies are implemented effectively to help all students access rigorous high school and college preparatory courses, become college ready, and succeed in rigorous courses.			
Indicator Focus	CCI	Connections to the CSS	Examples of evidence sources and resources
<i>The school values a culture of rigor that supports the AVID Site Team's use of WICOR strategies</i>	IV.1.1	SWCRCT, Domain II, 4c Connections to the SWCRCT Related AVID Schoolwide and/or Site of Distinction Metrics	<ul style="list-style-type: none"> • Meeting minutes where rigor and/or WICOR strategies are discussed • Professional learning plan • Classroom observations
<i>The school values a culture of rigor where teachers collaborate through Professional Learning Communities (or other structures) to design engaging lessons</i>	IV.1.2	SWCRCT, Domain I, 3b	<ul style="list-style-type: none"> • Meeting minutes • Lesson plans • Classroom observations • Student work
2. Community Activities and College Awareness			
A culture of Community Activities and College Awareness ensures there are active links among schools, community stakeholders, local colleges, and universities that facilitate field trips, college/career fairs, academic enrichment programs, and internships and increase students' awareness about colleges and career opportunities.			
<i>Students participate in enrichment activities, internships, and/or community service</i>	IV.2.3	3.3 SWCRCT, Domain II, 4h	<ul style="list-style-type: none"> • Lesson plans based on AVID standards • College visit/outreach documentation • College-going environment
<i>Students attend college fairs, campus visits, college preparation and/or research colleges</i>	IV.2.4	SWCRCT, Domain IV, 4a	<ul style="list-style-type: none"> • Schedule of campus visits • List of college partnerships • College/University communication log • Lesson plans • Student work
<i>Families are aware of college planning and financial aid activities</i>	IV.2.5	SWCRCT, Domain IV, 3c, 3d	<ul style="list-style-type: none"> • Family nights involving college applications and/or financial aid information • Photos of school events • Parent meeting agendas, sign-in sheets, and minutes

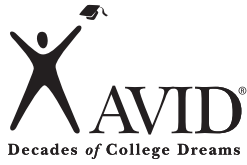
IV. AVID Schoolwide Culture (cont'd.)

3. College-Going Environment

A College-Going Environment is a school climate in which college attendance and enrollment is a clear and prominent expectation and students are actively guided by faculty and staff to meet college readiness requirements for post-secondary success.

<p><i>In a number of public spaces, a school uses college pennants, banners, posters, or other décor to promote a college-going culture</i></p>	<p>IV.3.6</p>		<ul style="list-style-type: none"> • Photos of the different areas of the building with college-going culture displays • List of the different areas of the building with college-going culture displays
<p><i>School promotes a college-going environment by engaging students in college talk</i></p>	<p>IV.3.7</p>		<ul style="list-style-type: none"> • Scripts from college talk opportunities • Agendas and/or other presentation artifacts from college talks
<p><i>Students believe their teachers expect them to attend college</i></p>	<p>IV.3.8</p>		<ul style="list-style-type: none"> • Student survey and/or results based on student beliefs • Student interview questions and answers regarding student beliefs of teacher expectations
<p><i>AVID teachers expect students to attend college</i></p>	<p>IV.3.9</p>		<ul style="list-style-type: none"> • Teacher survey and/or results based on teacher expectations of students' college attendance • Teacher interview questions and answers regarding their expectations of students' college attendance
<p><i>HS: AVID Elective students and seniors are aware of applications for grants and scholarships and 12th grade students complete and submit them</i></p>	<p>IV.3.10</p>		<ul style="list-style-type: none"> • Grant applications • Scholarship applications • Scholarships received • Senior Data report
<p><i>HS: School supports seniors in submitting the FAFSA</i></p>	<p>IV.3.11</p>		<ul style="list-style-type: none"> • FAFSA applications • Percentage of students submitting the FAFSA • Senior Data report

HANDOUT



Name: _____

Date: _____

My Goal

When writing down your goal, be sure it is SMART:

Specific

Measurable

Action-oriented

Reasonable

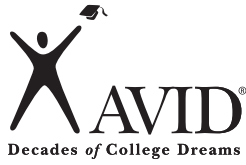
Timely

1. What do you want to accomplish?

2. By what date do you want to complete your goal?

3. How will you accomplish your goal?

HANDOUT



Name: _____

Date: _____

My Goal

When writing down your goal, be sure it is SMART:

- S**pecific
- M**easurable
- A**ction-oriented
- R**easonable
- T**imely

1. What do you want to accomplish?

2. By what date do you want to complete your goal?

3. How will you accomplish your goal?

Setting SMART Goals

Name: _____ Date: _____

<p>S Specific</p>	<p>Goals should be specific and easily understood. What you are going to do? Why it is important? What do you want to accomplish?</p>
<p>M Measurable</p>	<p>Goals should have concrete criteria for measuring progress. What data will you use to measure your progress toward your goal?</p>
<p>A Action-Oriented</p>	<p>Goals should be action-oriented. What actions are you going to take to accomplish your goal?</p>
<p>R Realistic</p>	<p>Goals should be worth working toward and attainable. How do you know that it is reasonable for you to be able to accomplish your goal?</p>
<p>T Timely</p>	<p>Goals should be achieved within a specific time frame. When is your deadline for accomplishing your goal?</p>

SMART Goal #1:

SMART Goal #2:

SMART Goal #3:

FOCUSED NOTES



TOPIC/OBJECTIVE:

NAME:

CLASS/PERIOD:

DATE:

ESSENTIAL QUESTION:

SUMMARY/REFLECTION: