

# Wilson School District's AVID Framework



2023

## ***What is AVID?***

AVID stands for Advancement Via Individual Determination. AVID is not a program, but a system for promoting college and career readiness for all students. The AVID College and Career Readiness Framework outlines the operational tenets necessary for it to succeed. In short, educators must routinely insist on rigor, break down barriers, align the work, and advocate for students. Instructionally, AVID schools rely on the teaching of W.I.C.O.R. (writing, inquiry, collaboration, organization, reading) strategies and the inclusion of regular opportunities for college and career exploration during the school day.

### ***AVID in Wilson School District***

Funding for AVID Schoolwide has been secured using Title funds, Indian Gaming, and M & O. The district’s mission, vision, and strategic plan support the operational tenets described above and are annually monitored using the Coaching and Certification Instrument (CCI) designed by AVID. Based on this data, Wilson Site Teams at both campuses create their site plan/goals for the next year. Please see Table One below for additional details describing the alignment between AVID’s tenets and Wilson School District policies and practices.

***TABLE One: WSD’s Alignment to AVID Tenets***

<b>AVID Tenet Description</b>	<b>Wilson School District’s Indicators</b>
<p><b>Break Down Barriers-</b> Educators actively identify and work to eliminate structural and perceptual barriers that limit students’ access to relevant and challenging learning opportunities.</p>	<ol style="list-style-type: none"> <li>1. The Board and Superintendent have established a foundational belief and support for a culture that all students will graduate college and career ready.</li> <li>2. Policies and practices that unnecessarily restrict access to advanced coursework—such as prerequisites, course- taking sequences, and entrance requirements—are examined and eliminated to the greatest extent possible. For example, any 8th grade student ready for Algebra 1 or high school courses has access.</li> <li>3. Curricula are routinely reviewed and revised to ensure relevance and rigor; all students are taught to grade-level standards, with scaffolding designed to support success and achievement.</li> <li>4. Academic student support structures are embedded in the school day and are accessible to all students; structures are designed and implemented so that support does not replace core instruction with grade-level peers.</li> <li>5. All school and district staff receive ongoing professional learning to support educational equity. Wilson is committed to training all staff through Summer Institute, Path to Schoolwide, AVID modules, and in-district PD.</li> <li>6. Wilson continues to offer college scholarships to former students while offering support to current high school and college students.</li> </ol>
<p><b>Insist on Rigor-</b> Educators provide learning experiences in which every student is challenged, engaged, and develops a greater</p>	<ol style="list-style-type: none"> <li>1. Professional learning incorporates AVID terminology and WICOR strategies. The professional learning plan is connected to the district 301 plan.</li> <li>2. Educator observation and self-evaluation instruments are aligned</li> </ol>

<p>ownership of their learning through increasingly complex levels of understanding.</p>	<p>and reflect AVID pedagogy. Wilson utilizes the Danielson Evaluation Instrument which has a crosswalk aligned to both AVID and PBIS.</p> <ol style="list-style-type: none"> <li>3. Teachers are expected to meet in PLC's, grade level, and/or department teams to discuss lessons, data, and strategies.</li> <li>4. WICOR is integrated into instructional priorities and goals as demonstrated in lesson plans and through walk through data.</li> <li>5. Wilson continually looks at state level testing, benchmark tests, iReady data, grades, artifacts (such as notes and one-pagers), and walk-through data to improve access to rigor and close gaps.</li> </ol>
<p><b>Advocate for Students</b> - Educators extend social, emotional, and academic support to students and challenge policies, practices, or beliefs that limit potential.</p>	<ol style="list-style-type: none"> <li>1. Systems ensure that teachers throughout the district are trained in the use of student success skills—such as focused note-taking, marking the text, collaboration, etc.</li> <li>2. College and career awareness experiences are implemented on all campuses on an ongoing basis to build opportunity knowledge for students (e.g., college visits, career fairs, college and career corners, etc.).</li> <li>3. Student perception around topics, including relationships with staff and sense of well-being while at school, are routinely gathered and analyzed to inform ongoing revision of policies and practices.</li> <li>4. Master schedules will contain AVID sections for all 4-8 grade students.</li> <li>5. Wilson collects data regarding educator and student relationships. Wilson provides coaching to teachers and students who need assistance with relational capacity through the use of academic coaches and MTSS coordinators.</li> <li>6. Wilson is committed to hosting 4 AVID parent nights (district-wide) per year.</li> </ol>
<p><b>Align the Work</b> - Educators increasingly align policies, practices, and beliefs to the shared vision of all students succeeding in college, career, and life.</p>	<ol style="list-style-type: none"> <li>1. Staff and administrator onboarding includes AVID orientation and establishes AVID as an essential knowledge point and skill across the workforce.</li> <li>2. Each AVID site has an established Site Team, which includes the principal as an active member, committed to implementation and refinement with fidelity. Site team members are an active part of the campus and committed to the AVID philosophy.</li> <li>3. AVID Site Teams, principals, assistant principals, coaches, MTSS facilitators, and the school leadership team ensure systemic supports for schoolwide college readiness and maintain systems for accountability as demonstrated by data collection, walk through observations, and the master schedule.</li> <li>4. Continue to analyze the impact of AVID on progress toward the objectives of the campus and district strategic plans. The evaluation results will be communicated to all stakeholders.</li> <li>5. Wilson AVID culture is visible when walking on the campuses.</li> <li>6. The School Board receives regular updates regarding college and career readiness initiatives and student outcomes.</li> </ol>

### ***AVID Elementary in WSD (Grades K-5)***

AVID Elementary is designed to integrate into the daily routines and curriculum of all elementary classrooms across entire grade levels. This intentional systemic approach provides different resources for different levels, settings, and infrastructures (preK–5) in order to support all students on their path to college and career readiness.

AVID Elementary is a metacognitive methodology that promotes best teaching practices to develop consistency in thinking, processing, and delivering information by both students and teachers. Teachers demonstrate WICOR through lesson planning and walk through observations as well as collecting artifacts to demonstrate improvement throughout the year.

Both the Primary and Elementary have access to a subscription called AVID® Weekly. This curriculum resource includes a monthly collection of current news articles, infographics, images, and videos. The articles and corresponding lessons connect to a variety of content areas, levels of rigor, and critical reading strategies. K-5 teachers are strongly encouraged to use this resource regularly

### ***AVID Secondary in WSD (Grades 6-8)***

AVID Secondary consists of a dedicated AVID elective class students can apply to participate in, as well as WICOR strategies embedded into all core content classes. The AVID elective students learn organization and study skills, develop critical thinking by asking probing questions, and participate in enrichment and motivational activities that make college and career success attainable.

In addition, AVID elective students have the opportunity to work with AVID Tutors twice a week. AVID tutors are trained in the AVID Tutorial Process and support students' in three main ways: (a) developing skills in WICOR, (b) providing a role model, and (c) helping students work through 'points of confusion' uncovered during core content classes. Wilson strives to maintain a ratio of 7 to 1 for each tutor.

Many Wilson students come from culturally and linguistically diverse backgrounds that are often underserved in secondary institutions. Wilson places these students in pre-advanced placement or honors courses (with support) in addition to their AVID elective course. As students' experience challenges and rigorous curriculum, their student agency improves and they become academically successful students, leaders, and role models for others.

### ***Wilson Site Teams***

Since the inception of AVID in 1980, interdisciplinary Site Teams have driven schoolwide changes and have provided a foundation for establishing effective teaching and learning practices within individual schools. In Wilson, the AVID Site Team consists of the Principal, AVID Site Coordinator, counselors, teachers, and others who are willing to work together to close opportunity gaps and provide college and career readiness experiences for all students by implementing and sustaining AVID across their school site.

Wilson defines a "highly-effective Site Team" as a group of stakeholders who share the responsibility and leadership for implementation with fidelity, use the Continuous Improvement Cycle (Figure One) to set and monitor the progress of goals, understand and commit to their role and responsibilities as a Site Team member, and use high-leverage resources, such as the Site Team Months at a Glance, AVID Professional Learning Modules, and the CCI, to guide their work. Please see Table Two for a full list of roles and responsibilities.

**FIGURE ONE: Continuous Improvement Cycle**



**TABLE Two: Roles and Responsibilities of the Site Team**

1.	Develop and implement AVID site goals aligned to school improvement plans and the strategic plan
2.	Create individual commitment statements aligned to the site goals
3.	Collect evidence to illustrate support for student access to, and success in, rigorous curriculum
4.	Model and share effective WICOR strategies and academic success skills across content areas
5.	Analyze school and student data in order to provide relevant professional learning at their site
6.	Set high expectations for all students, faculty, and parents in regard to student achievement and college and career readiness
7.	Address equity issues/barriers on campus
8.	Support the needs of the AVID Elective
9.	Regularly attend AVID professional learning opportunities
10.	Meet at least once a month as a group

# **Appendix A**

## ***Questions to Guide AVID Elementary Site Planning and Goal Writing***

### **INSTRUCTION**

#### **1. WICOR® (Writing, Inquiry, Collaboration, Organization, and Reading)**

- What writing-to-learn strategies are we regularly embedding in the classroom across all subject areas in all grade levels? (I.1.1)
- How frequently are students engaged in writing to clarify or organize their experiences? (I.1.2)
- How are lessons designed so that students refer back to, and interact with, their notes such that they consistently demonstrate the use of higher-level questioning and critical thinking? (I.1.3)
- What strategies are teachers/students using to promote active participation, questioning, and Costa's Levels of Thinking? (I.1.4)
- What opportunities are being provided to students to engage in inquiry using Socratic methodologies? (I.1.5)
- How are students intentionally instructed on processes to access, analyze, and critique information gathered from digital sources? (I.1.6)
- How often are students engaged with digital tools, either synchronously or asynchronously, as a means of collaboration? (I.1.7)
- How frequently are teachers utilizing collaborative structures to engage students in learning? (I.1.8)
- In what ways are classrooms physically and virtually structured to encourage collaboration? (I.1.7 & I.1.8)
- What evidence is collected from classroom visits that suggests collaborative structures are regularly and effectively used? (I.1.7 & I.1.8)
- What systems and structures are in place to ensure students throughout the school are setting and regularly reviewing progress toward their goals for college and career readiness? (I.1.9)
- What systems/procedures are in place to ensure students are successfully utilizing their digital and physical organizational tools? (I.1.10)
- How are we supporting students and allowing for differentiation within organizational tools? (I.1.10)
- How can our Site Team help all content-area teachers embed effective reading-to-learn strategies in daily lessons? (I.1.11)
- What reading-to-learn strategies are we regularly embedding in the classroom across all subject areas? (I.1.11)
- As you think about the implementation of WICOR strategies across the school, have you developed and articulated a vision and expectation for student mastery of skills across grade levels? How could doing that benefit both teachers and students? (I.1.12)
- Which WICOR strategies are specifically utilized by AVID-trained teachers' classrooms? Which are found schoolwide? What data supports these findings? (I.1.12)
- Which WICOR strategies could be incorporated next to support student success schoolwide? What data will you use to make that decision? (I.1.12)

## SYSTEMS

### 1. Management of AVID Elementary Implementation

- How is the AVID site goals document a living document and what systems are in place for regular reviews of progress and refinement? (II.1.1)
- How can you proactively plan for the Site Team to meet, discuss, and influence school efforts designed to ensure equity and access to the most rigorous curriculum appropriate for individual students at each grade level? (II.1.2)
- What is the role of the AVID Site Team at your elementary school? How does each member contribute to that role? (II.1.3)

### 2. Access to Rigor and Student Support

- How are opportunities for both vertical and horizontal alignment scheduled and used to ensure that all students (collectively and individually) are on a pathway to college and career readiness? (II.2.4)
- What support structures are in place to assist students as they develop the knowledge and skills necessary to access more rigorous classwork? How does the school systemically respond when students take longer or need reteaching around the identified knowledge or skill? (II.2.5)

### 3. Assessment of Student Progress

- What system is in place to collect and analyze student grade distribution schoolwide? (II.3.6) • What system is in place that assists all students in maintaining and exceeding grades of proficient or better in the core academic courses? (II.3.6)
- What AVID Center data do you use specifically? What story does the data tell about the students, teachers, and classes? (II.3.7 & II.3.8)
- What systems are in place to collect, disaggregate, and report student outcomes and site relevant information? (II.3.7 & II.3.8)
- What systems are in place for the AVID Site Team to meet at least quarterly to review and refine AVID Elementary SMART goals to sustain a progression of skills to promote a schoolwide AVID Elementary Articulation Plan? (II.3.9)
- How do we evaluate our AVID system's effectiveness in meeting the needs of students and what systems are in place to ensure that data informs decision making? (II.3.7–II.3.10) • What systems are in place to administer, collect, and disaggregate the AVID Elementary assessments (grades 3–6)? (II.3.10)

### 4. Professional Learning

- What plan is in place to ensure that staff are trained in AVID WICOR methodologies by participating in AVID- Center approved professional learnings? (II.4.11)
- What is the plan for teachers, counselors, and administrators to receive professional learning from the AVID Site Team on AVID instructional methodologies, and is it part of the school's overall professional learning plan? (II.4.12)
- What systems are established to ensure that the principal, site administrators, and the school leadership team (SLT) attend and apply AVID Leadership training? (II.4.13) • What systems are in place to monitor, coach, and adjust the implementation of professional learning? (II.4.14)

## LEADERSHIP

### 1. College and Career Readiness Mission and Vision

- How are the school mission and vision aligned with AVID's mission and vision for students on

their path to college and career readiness and is there evidence of integration in existing school documents and the school improvement plan? (III.1.1)

- How do school and district vision statements support college and career readiness? (III.1.1) • What evidence can be provided that shows teachers, staff, students, parents, and community members are aware of and embrace the school's college and career readiness mission? (III.1.2)
- What structures are in place to communicate the school and district mission and vision statements to staff and stakeholders? (III.1.2)

## **2. Representative Governance**

- How is the AVID Site Team represented in the SLT composition and how do both teams collaborate to make decisions that are aligned with the AVID and the school's mission and vision? (III.2.3)
- How do we ensure that 50% of the SLT is on the AVID Site Team, which includes the administration, AVID Elementary teachers and, when possible, a counselor and/or instructional specialists/coaches? (III.2.4)
- What are the established protocols for collaboration and decision making that promote college and career readiness and high expectations for all students? (III.2.5)
- What systems are in place to sustain a strong collaborative team that is describable, predictable, and replicable? (III.2.5)

## **3. Pathway to College and Career Readiness**

- How are resources aligned and what long-term funding mechanisms are in place for expansion and sustainability of AVID Elementary? (III.3.6)
- Where is the AVID philosophy visible in your School Improvement Plan? (III.3.7) • How does your School Improvement Plan address equity and access to rigorous instruction in all subjects? (III.3.7)
- How are you insisting on rigor, breaking down barriers, and advocating for students to ensure college and career readiness for all students? (III.3.7)

# **CULTURE**

## **1. Rigor**

- What specific steps has your site taken to create an intentional and sustainable culture of rigor? (IV.1.1)
- How has your site ensured that WICOR strategies are implemented effectively to help all students engage in rigorous curriculum? (IV.1.1)
- What formal collaborative or PLC structures are in place for teachers to design lessons that engage students in rigorous lessons? (IV.1.2)

## **2. Community Activities and College and Career Awareness**

- What active partnerships exist at your site with other schools, community stakeholders, local colleges, universities, and/or businesses? (IV.2.3)
- How has your site increased all families' college and career awareness? (IV.2.4)

## **3. College-Going Environment**

- What evidence is on display to promote college and career readiness more intentionally throughout your hallways and public spaces? (IV.3.5)
- How are teachers integrating college talk into lessons? (IV.3.6)
- What information on teacher perception surveys indicates their expectation that students will attend college? (IV.3.7)



# **Appendix B**

## ***Questions to Guide AVID Secondary Site Planning and Goal Writing***

### **INSTRUCTION**

#### **1. WICOR® (Writing, Inquiry, Collaboration, Organization, and Reading)**

- What learning through writing strategies are we regularly embedding in the classroom across all content areas in all grade levels? (I.1.1)
- How frequently are students engaged in writing to clarify or organize their experiences? (I.1.2)
- How are lessons designed so that students refer back to, and interact with, their notes such that they consistently demonstrate the use of higher-level questioning and critical thinking? (I.1.3)
- What strategies are teachers/students using to promote active participation, questioning, and Costa's Levels of Thinking? (I.1.4)
- What opportunities are being provided to students to engage in inquiry using Socratic methodologies? (I.1.5)
- How are students intentionally instructed on processes to access, analyze, and critique information gathered from digital sources? (I.1.6)
- How often are students engaged with digital tools, either synchronously or asynchronously, as a means of collaboration? (I.1.7)
- How frequently are teachers utilizing collaborative structures to engage students in learning? (I.1.8)
- In what ways are classrooms physically and virtually structured to encourage collaboration? (I.1.7 & I.1.8)
- What evidence is collected from classroom visits that suggest collaborative structures are regularly and effectively used? (I.1.7 & I.1.8)
- How are tutorials, Scholar Groups, and Collaborative Study Groups being implemented in all courses throughout the school? (I.1.9)
- What opportunities are there for all students to demonstrate leadership skills in courses and activities on campus? (I.1.10)
- What systems and structures are in place to ensure students throughout the school are setting and regularly reviewing progress toward their goals for college and career readiness? (I.1.11)
- What systems/procedures are in place to ensure students are successfully utilizing their digital and physical organizational tools? (I.1.12)
- What systems are in place to ensure that students are prepared with course materials, and what scaffolds are in place to support students in seeking clarity and taking responsibility for their own learning? (I.1.13)
- How can our Site Team help all content teachers embed effective critical reading strategies in daily lessons? (I.1.14)
- What critical reading strategies are we regularly embedding in the classroom across all subject areas? (I.1.14)
- Which WICOR strategies could be incorporated next to support student success schoolwide? What data will you use to make that decision? How will you train teachers? (I.1.15) • How widely adopted and utilized are WICOR strategies on campus? (I.1.15)

## SYSTEMS

### 1. Management of the AVID Elective/Excel Elective

- How do you use your locally and nationally defined selection criteria to recruit and select AVID Elective/Excel Elective students? (II.1.1)
- How are you ensuring that staff, students, and parents are all committing to the participation and success of the AVID Elective/Excel Elective on your campus? (II.1.2) • What are the critical components in your school's recruitment process? How do you use data to define selection criteria, support, and refine your recruitment process? (II.1.3) • What evidence is there to support that AVID Elective/Excel Elective teachers facilitate the elective class, participate in Site Team meetings, and attend activities voluntarily? (II.1.4) • Is there a process in place for recruiting, selecting, and retaining your AVID Elective/Excel Elective teacher(s)? How does data inform this process? How effective is this process for selecting the appropriate candidates? (II.1.5)
- How is the AVID site goals document used as a living document? What systems are in place for regular reviews of progress, as well as, refinement of site goals? (II.1.6)
- How can you proactively plan for the Site Team to meet, discuss, and influence school efforts designed to ensure equity and access to the most rigorous curriculum appropriate for individual students at each grade level? (II.1.7)
- What role does the Site Team play in supporting the implementation of the AVID Elective/Excel Elective in working as advocates for equity and access for all students? (II.1.8)
- What role have AVID Site Coordinators, AVID Elective/Excel Elective teachers, and Site Team members played in the recruiting, training, and retention of AVID tutors? (II.1.9) • What plan is in place to effectively train, coach, and support tutors in the AVID Tutorial Process? (II.1.10 & II.1.11)
- How are tutors raising the levels of inquiry, deepening the quality of tutorials, and increasing students' critical thinking skills? (II.1.12)
- How are we providing the AVID Elective/Excel Elective teachers with the training and resources they need to implement the AVID Elective/Excel Elective? (II.1.13 & II.1.14) • Does your master schedule reduce barriers and ensure access to rigorous courses? (II.1.15 & II.1.16)

### 2. Access to Rigor and Student Support

- Do your policies and procedures align with AVID's and the school's mission to ensure all students access to rigorous courses? (II.2.17)
- What vertical and horizontal articulation plans are in place to ensure AVID Elective/Excel Elective students, and all other students, are college and career ready? (II.2.18) • What support structures are in place to ensure AVID Elective/Excel Elective students, and all other students, are supported in the most rigorous courses for them as individual students? (II.2.19)

### 3. Assessment of Student Progress Middle School Indicators

- Is there a support plan that assists AVID Elective/Excel Elective students, and all other students, in maintaining and exceeding a grade of "C" or better in the core academic courses? (II.3.20)
- What systems and supports are in place to ensure that all 8th grade students are enrolled in at least one course of rigor? (II.3.21)
- What systems and supports are in place to ensure that all 8th grade students are enrolled in at least one math course of rigor? (II.3.22)
- Does your site have a pre-collegiate testing plan in place? If not, what might a student centered, affordable plan that provides usable data for both students and teachers look

like? (II.3.23)

- What systems are in place to ensure that students are enrolling or are allowed to enroll in the most rigorous courses? (II.3.24)
- What evidence is there that all 8th grade students have chosen college-prep courses for 9th grade? (II.3.25)

#### **4. Data Collection and Analysis**

- What systems are in place to collect, disaggregate, and report student outcomes and site relevant information? (II.3.34)
- How do you use data to ensure students' access to and success in rigorous advanced courses? What data do you use specifically? What story does the data tell us about the students, teachers, and courses? (II.3.35 & II.3.36)
  - What systems are in place to ensure that data informs decision making at the school?
  - How do you currently evaluate your AVID system's effectiveness in meeting the needs of your students?

#### **5. Professional Learning**

- What plan is in place to ensure that staff are trained in AVID WICOR methodologies by participating in AVID- Center-approved national and regional trainings? (II.4.37) • What is the plan for teachers, counselors, and administrators to receive professional learning from the AVID Site Team on AVID instructional methodologies, and is it part of the school's overall professional learning plan? (II.4.38)
- What systems are established to ensure that the principal, site administrators, and the school leadership team (SLT) attend and apply AVID leadership training? (II.4.39) • What systems are in place to monitor, coach, and adjust the implementation of professional learning? (II.4.40)

## **LEADERSHIP**

### **1. College and Career Readiness Mission and Vision**

- How are the school mission and vision aligned with AVID's mission and vision on students' path to college and career readiness and is there evidence of integration in existing school documents and the school improvement plan? (III.1.1)
- How do school and district vision statements support college and career readiness? (III.1.1) • What evidence can be provided that shows teachers, staff, students, parents, and community members are aware of and embrace the school's college and career readiness mission? (III.1.2)
- What structures are in place to communicate these vision statements to staff and stakeholders? (III.1.2)

### **2. Representative Governance**

- How is the AVID Site Team represented in the SLT composition and how do both teams collaborate to make decisions that are aligned with the AVID and the school's mission and vision? (III.2.3)
- How do we ensure that 50% of the SLT is on the AVID Site Team, which includes the administration, AVID Elective/ Excel Elective teachers, and, when possible, a counselor and/or instructional specialists/coaches? (III.2.4)
- What are the established protocols for collaboration and decision making that promote college and career readiness and high expectations for all students? (III.2.5)
- Is there a system in place to sustain a strong collaborative team that is describable, predictable, and replicable? (III.2.5)

### **3. Strategic College and Career Readiness Planning**

- Where is the AVID philosophy visible in your School Improvement Plan? How does your School Improvement Plan address equity and access to rigorous courses and advanced content? (III.3.6)
- How are resources aligned and what long-term funding mechanisms are in place for expansion and sustainability of AVID implementation? (III.3.7)
- What examples do you have of published documents that are aligned with AVID's philosophy of college readiness to help ensure and document that students have open and equal access to rigorous courses? (III.3.8)
- How are you insisting on rigor, breaking down barriers, and advocating for students to ensure college and career readiness for all students? (III.3.8)

## **CULTURE**

### **1. Rigor**

- What specific steps has your site taken to create an intentional and sustainable culture of rigor? (IV.1.1)
- How has your site ensured that WICOR strategies are implemented effectively to help all students access rigorous courses? (IV.1.1)
- What formal collaborative or PLC structures are in place for teachers to design lessons that engage students in rigorous lessons? (IV.1.2)

### **2. Community Activities and College and Career Awareness**

- How are students engaging in community service, career exploration, and internships? (IV.2.3)
- What active partnerships exist at your site with other schools, community stakeholders, local colleges, universities, and/or businesses? (IV.2.4)
- How has your site increased all families' college and career awareness? (IV.2.5)

### **3. College-Going Environment**

- What evidence is on display to promote college and career readiness more intentionally throughout your hallways and public spaces? (IV.3.6)
- How are teachers integrating college talk into lessons? (IV.3.7)
- What information on student and teacher perception surveys indicates the expectation that students will attend college? (IV.3.8 & IV.3.9)
- What system is in place to inform AVID Elective/Excel Elective, students of Site Team members, and all students about grants and scholarships that they are eligible to apply for and about upcoming due dates for applying? (IV.3.10)
- What system is in place to track the number of scholarships awarded to students and to compare this number to that of the previous school year? (IV.3.10)
- What system is in place to ensure that students who are eligible complete the FAFSA and other college documents? (IV.3.11)

## **Appendix C**

### ***Fifth Grade AVID Elective Recruitment Forms***

<b>1.</b>	<b>New - <a href="#">Teacher Recommendation Form</a></b>
<b>2.</b>	<b>New- <a href="#">Student Application</a></b>

## **Appendix D**

### ***AVID Elementary and Secondary CCI Documents***

<b><i>AVID Elementary (Wilson Primary)</i></b>	<b><i>AVID Secondary (Wilson Elementary)</i></b>
<a href="#">Blank Original Elementary CCI Document</a>	<a href="#">Blank Original Secondary CCI Document</a>
<a href="#">2022/23 Completed CCI (Results summary)</a>	<a href="#">2022/23 Completed CCI (Results summary)</a>

# Appendix E

## **Wilson School District AVID PD Plan for Fall 2023**

<b>Date</b>	<b>Grades</b>	<b>Topics</b>
<b>8-01-23</b>	<b>PK-8</b>	<p><b><i>AVID Focus:</i></b>            Set the Stage for the Year (reminder of second ‘R’)            The WHY of AVID            Review goals            Excite and Inspire</p> <p><b><i>Notes:</i></b>            Adam P. will present</p>
<b>8-16-23</b>	<b>PK-8</b>	<p><b><i>AVID Focus:</i></b>            Learning Environment and Expectations            (Use the “Content Classroom Observation Form” linked <a href="#">HERE</a>)</p> <p><b><i>Notes:</i></b>            Possibly have teachers tour each other’s classrooms to inspire ideas for AVID bulletin boards, college and career readiness displays, etc.</p>
<b>9-13-23</b>	<b>PK-8</b>	<p><b><i>AVID Focus:</i></b>            Inquiry            (Differentiated by grade level/subject areas/etc.)</p> <p><b><i>Notes:</i></b>            The AVID Site teams will facilitate small groups to cover all areas instead of having one large group session. Here is a link to resources that can be used for this PD → <a href="#">LINK</a></p>
<b>10-18-22</b>	<b>PK-3</b>  ----- <b>4-8</b>	<p><b><i>AVID Focus:</i></b>            Writing/ Focused note taking (organization)</p> <p>-----</p> <p><b><i>AVID Focus:</i></b>            Interactive Notebooks/ Focused note taking (organization)</p>
<b>11-15-23</b>	<b>PK-8</b>	<p><b><i>AVID Focus:</i></b>            Collaboration            (Teamwork-Thanksgiving Celebration)</p> <p><b><i>Notes:</i></b>            This will be a short, fun activity that requires staff to collaborate and solve a problem or accomplish a task. Emphasis will be on the Wilson “Family” and showing appreciation for each other.</p>
<b>December</b>		<b>NO AVID PD</b>