



Handbook

A Year-Round Resource | 2022–2023



**Imagine what's
possible for your
district, school,
and students.**



Welcome to AVID Professional Learning!

Thank you for joining us to learn and work together to create thriving learning cultures that open doors for all students. We know educators are the key to identifying what is possible for students and preparing them for their futures. When the path forward for students feels uncertain or hard to navigate, educators show up with a map and a flashlight because educators like you activate and illuminate possibilities for their students.

We celebrate and honor you for how you showed up for your students and each other during the most challenging times imaginable. Thank you for your dedication and passion for this work.

We can learn together this summer because more than 40 years ago, Mary Catherine Swanson, our founder, asked, “What’s possible—for my students, for my colleagues, for me?” She was a high school teacher who knew that underserved students did not have the same opportunities because of gaps within the system. She exercised her educator agency to figure out how to close those opportunity gaps.

The pandemic has underscored how much we rely on educators to meet students’ social, emotional, and community needs. Our students need skills, opportunities, and experiences in order to realize their full potential and become active participants in their communities. Equally importantly, they need relationships with caring educators who believe in them. When I came to the U.S. as a refugee at the age of eight, my teachers saw possibilities for me that I could not yet imagine. They were my lifeline. They genuinely cared about me, guided me, and shined a light on future possibilities. I am who I am today because of educators who invested in me. That is my personal *why*.

I know I am not unique and that there are millions of students who need and deserve that support too. The 50 million young people in our schools today need every one of us to ask, “What’s possible—for my students, for my colleagues, for me?”

We celebrate all that you do and are grateful you are joining us.

A handwritten signature in black ink, which appears to read "Thuan Nguyen". The signature is fluid and cursive.

Thuan Nguyen, CEO

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

AVID[®] National Snapshot

AVID (Advancement Via Individual Determination) is an educational nonprofit that was established in 1980. It is implemented in approximately **8,000+ K-12 schools** in **49 states** across the United States, plus schools in Department of Defense Education Activity (DoDEA), Canada, and Australia.

TODAY

85,000+
EDUCATORS
TRAINED
ANNUALLY



2 Million+
STUDENTS
IMPACTED
ANNUALLY

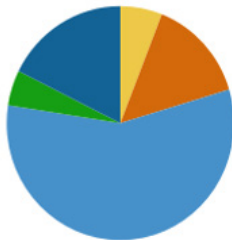


In 2020–2021, AVID Served Students (Grades K–12)

65%

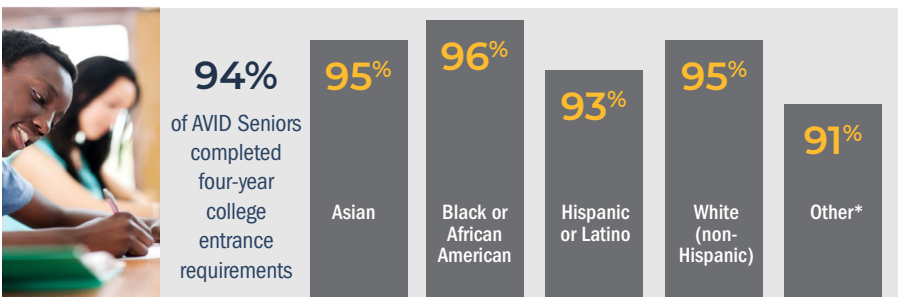
LOW-INCOME

(free or reduced-price lunch)
AVID. (2021). *AVID secondary and elementary data collection* [Electronic Database].



- 6% Asian
- 14% Black
- 57% Hispanic
- 5% Other*
- 18% White

Class of 2021 Seniors completing four-year college entrance requirements:



*Other includes American Indian, Alaska Native, Native Hawaiian, Pacific Islander, two or more races, and students who declined to state. AVID. (2021). *AVID senior data collection* [Electronic Database].

Impressive Outcomes: Class of 2021 AVID Elective Seniors

87% reported plans to attend a postsecondary institution

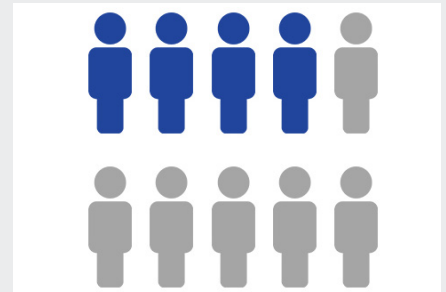
77% reported taking at least one rigorous course (e.g., AP[®], IB[®], and/or Cambridge[®])

PROVEN RESULTS

AVID alumni who go to college are **four times more likely** to graduate than **their national peers.**

42%

of first-generation, low-income AVID college students graduate with a four-year degree within six years*



..... VS.

11%

of peers nationally graduate within the same time frame**



* Source: These data reflect records received from National Student Clearinghouse, 2016–2018. *AVID senior data collection, 2010–2012* [Electronic Database]

**Source: Engle, J., & Tinto, V. (2008). *Moving beyond access*. Washington, DC: The Pell Institute

AVID closes the opportunity gap for all students.

AVID changes lives by helping schools shift to a more equitable, student-centered approach. We train educators to close the opportunity gap, so they can prepare all students for college, careers, and life.

AVID.org

Table of Contents

Introduction to AVID

AVID Professional Learning Participant Outcomes	6
AVID Framework Overview	7
AVID Elementary	8
AVID Secondary	9
Districtwide AVID.....	10
AVID Pre-College and Postsecondary Support	11
WICOR®	12
Funding and Sustaining AVID	14
Pandemic Recovery Funding.....	16

General Site Team Information and Resources

AVID Site Team Outcomes	20
The AVID Site Team	21
Profile of an AVID Site Team	23
AVID Elementary Site Team: Roles and Responsibilities	24
AVID Secondary Site Team: Roles and Responsibilities	27
Process for Developing AVID Site Goals	31
AVID Site Goals	32
Site Team Meetings Calendar Template.....	42
Data Collection and Certification Timeline	43
The Continuous Improvement Cycle	45
Links for the Coaching and Certification Instrument and Months at a Glance (Elementary and Secondary)	46
Elementary Site Team Guiding Questions by Domain	47
Secondary Site Team Guiding Questions by Domain	51

Year-Round Resources

AVID Glossary	60
AVID Center Intellectual Property Guidelines	64
AVID Center Event Code of Conduct.....	65
AVID Focused Note-Taking Resources	66
AVID Critical Reading Resource	69
AVID Digital Learning: The 4 A's Resources	70
AVID Digital Teaching and Learning: A Blended Approach to WICOR.....	73
Graphic Organizer: Compare/Contrast	80
AVID Professional Learning Reflection Log	82
Earn Graduate-Level University Credit.....	83

Section 1

Introduction to AVID

AVID Professional Learning Participant Outcomes.....	6
AVID Framework Overview	7
AVID Elementary	8
AVID Secondary	9
Districtwide AVID.....	10
AVID Pre-College and Postsecondary Support	11
WICOR®	12
Funding and Sustaining AVID.....	14
Pandemic Recovery Funding.....	16

AVID Professional Learning Participant Outcomes

Performance Objective

AVID Professional Learning participants will:

Use the AVID Elementary Coaching and Certification Instrument and/or AVID Secondary Coaching and Certification Instrument Domains and Subdomains and their AVID site goals to deepen the implementation of AVID within their classrooms and across their campuses and/or districts to prepare all students for college and career readiness and success.

Learning Objectives

AVID Professional Learning participants will:

1. Use the AVID mission, the four AVID Schoolwide Domains, and their AVID College and Career Readiness System as catalysts for district, school, and instructional transformation.
2. Understand why all students must have access and support to succeed in the most rigorous course sequence appropriate to each individual. (At the secondary level, this could include Honors, AP®, and IB® classes.)
3. Practice high-engagement, rigorous instruction based on WICOR® (Writing, Inquiry, Collaboration, Organization, and Reading) and understand how WICOR-based teaching increases the level of student learning and achievement.
4. Understand the purpose and function of the AVID Site Team and the role that all school site and district personnel have in ensuring its efficacy and success in deepening AVID implementation.
5. Collaborate with the Site Team to establish priorities and develop goals to deepen AVID schoolwide/districtwide college and career readiness.



Participation Policy

- Our professional learning opportunities are engaging and rigorous, and therefore, are best suited for distraction-free spaces.
- Each professional learning experience is designed for individual engagement. Only one participant per registration may attend.
- Attendance and engagement in all sessions are required in order to earn a digital badge.
- Synchronous sessions are recorded to support participant learning.
- We love children; however, participants may not bring children or guests to AVID professional learning or Site Team meetings. Only invited AVID students and invited AVID guests may participate.

Your AVID College and Career Readiness System

The professional learning you are engaging in with your Site Team is an important step toward shaping the AVID College and Career Readiness System (ACRS) at your site.

AVID helps schools and districts apply the principles of the AVID College and Career Readiness Framework through professional learning, curriculum resources, coaching, and peer learning. Your AVID Program Manager will work with you to develop and deploy your school's ACRS. Because every school site's journey may be a little different, each school's implementation is designed to meet the specific needs of their student population.

AVID has shown time and time again that, when given resources and tools for academic rigor and support, virtually all students can be academically successful. AVID's vision for the future is to provide the entire education system, elementary through secondary completion and early college coursework, with a comprehensive feeder-pattern model focused on success for all students within rigorous academic environments.

What Does College and Career Readiness Mean?

No matter what postsecondary path high school graduates choose, students must develop certain essential skills to design their own futures: critical thinking, collaboration, reading, writing, and relationship building. The development of these skills is rooted in belief in self. If students believe they are capable, there is a foundational confidence to learn and a resiliency to overcome setbacks.

Ensure Student Success

Over four decades, we have seen that when school leaders focus on rigorous instruction, insist on access and equity for all students, align work to a common vision, and believe in students' potential, student outcomes improve. In addition to graduating more college-bound and career-ready students, schools are equipping their students with the social and emotional faculties they need for life and career success. By placing students in a learning setting that engages them in rigor with support, opportunities to explore their future pathways, and deliberate instruction in self-management and leadership, students develop the agency and skills that will serve them for life. With AVID, students excel regardless of their circumstances, socioeconomic status, ethnicity, or English proficiency.

What Students Need

AVID students receive intentional support and mentoring in three major areas that help them become confident individuals who can successfully navigate life and career:

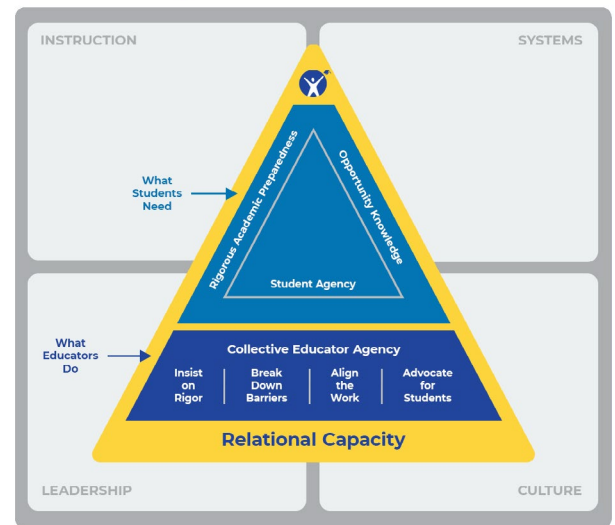
- **Rigorous Academic Preparedness** — Students develop academic skills and can successfully complete rigorous college and career preparatory curriculum and experiences.
- **Opportunity Knowledge** — Students research opportunities, set goals, make choices that support their long-term aspirations, and successfully navigate transitions to the next level.
- **Student Agency** — Students believe in themselves and act intentionally to build relationships, persist through obstacles, and activate their academic, social, emotional, and professional knowledge and skills to reach their potential.

What Educators Do

Teachers and other adults on a school campus play an important role in student success. To bring about this transformation, educators must:

- **Insist on Rigor** — Educators provide learning experiences in which every student is challenged, engaged, and develops a greater ownership of their learning through increasingly complex levels of understanding.
- **Break Down Barriers** — Educators actively identify and work to eliminate structural and perceptual barriers that limit students' access to relevant and challenging learning opportunities.
- **Align the Work** — Educators increasingly align policies, practices, and beliefs to the shared vision of all students succeeding in college, career, and life.
- **Advocate for Students** — Educators extend social, emotional, and academic support to students and challenge policies, practices, or beliefs that limit potential.

AVID College & Career Readiness Framework



Relational Capacity

AVID defines **Relational Capacity** as the connection among individuals that develops over time when interactions are built on respect, trust, and authenticity. When educators connect with students and colleagues, and students connect with peers, learning and confidence are activated among all on a campus. All three connections are instrumental in helping students grow to see their capabilities and find their own way.

Collective Educator Agency

AVID defines this as educators taking intentional actions based on shared beliefs and trust that, together, they can increase opportunity and measurable success for all students and each other. When Collective Educator Agency develops on a campus, the learning environment transforms into one where students are challenged, supported, and provided the tools needed to succeed.

AVID Elementary

What Is AVID Elementary?

AVID Elementary is based on the same learning foundation that underlies the AVID Elective and AVID Schoolwide philosophies. Whereas AVID Secondary is a combined effort of a dedicated elective class and core content classes to create a schoolwide impact in grades 6–12, AVID Elementary is designed to integrate into the daily routines and curriculum of all elementary classrooms across entire grade levels to impact schoolwide structures.

It is important to note that AVID Elementary is not intended to replace the AVID Elective or to be taught in isolation at certain times of the day as in an elective structure. The intentional systemic approach provides different resources for different levels, settings, and infrastructures (preK–8) in order to support all students on their path to college and career readiness.

AVID Elementary classes focus on the lens of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) to enhance the designated curriculum, and Common Core expectations per grade level. 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.

Every active site has access to a subscription (included as a benefit of membership) to AVID® Elementary Weekly: Literacy Connections Schoolwide, 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. AVID Elementary Weekly can be accessed through the AVID Platform on My.AVID.org.

Elementary Implementation Model

Supporting AVID’s mission to close the opportunity gap by preparing all students for college and career readiness and success in a global society, AVID Elementary requires a strong commitment from the entire site. We believe that a site has schoolwide implementation when a strong AVID model transforms the Instruction, Systems, Leadership, and Culture of a school, ensuring college and career readiness for all students. Success relies on fidelity to the AVID Elementary implementation model, which includes four AVID Schoolwide Domains along with the Subdomains.

Across your AVID College and Career Readiness System (ACRS), each feeder pattern component has a unique set of Domains that guide the process of implementation in classrooms, grade levels, sites, and educational institutions. AVID Elementary focuses on the four AVID Schoolwide Domains for quality implementation.

Elementary Coaching and Certification Instrument

The AVID Elementary Coaching and Certification Instrument (CCI) provides a systematic pathway to impact more students through the implementation of AVID. It guides the process for transforming the Instruction, Systems, Leadership, and Culture of a school to benefit the entire campus. The CCI establishes common language, strategies, and benchmarks to help schools implement and grow AVID Schoolwide, allowing more students to benefit from AVID. The CCI is organized into four AVID Schoolwide Domains and can be used for program planning and development and to assess the implementation of the AVID Elementary system and AVID Schoolwide. This instrument should be completed early in the school year (e.g., Fall 2022) to develop goals for implementation and growth of schoolwide college and career readiness. The CCI should be revisited throughout the year to monitor progress on goals and should be revised in the spring for submission to AVID Center.

AVID Elementary Implementation Model	
I. AVID Schoolwide Instruction (Domain)	
1. WICOR (Writing, Inquiry, Collaboration, Organization, and Reading)	
II. AVID Schoolwide Systems (Domain)	
1. Management of AVID Elementary Implementation	
2. Access to Rigor and Student Support	
3. Assessment of Student Progress	
4. Professional Learning	
III. AVID Schoolwide Leadership (Domain)	
1. College and Career Readiness Mission and Vision	
2. Representative Governance	
3. Pathway to College and Career Readiness	
IV. AVID Schoolwide Culture (Domain)	
1. Rigor	
2. Community Activities and College and Career Awareness	
3. College-Going Environment	

AVID Secondary

What Is AVID Secondary?

At the secondary grade levels (grades 6–12), AVID and AVID Excel are approved elective courses taken during the school day. Students are usually selected to enroll in an AVID class after an application process. For one class period each day, they learn organizational and study skills, develop critical thinking by asking probing questions, get academic help from peers and tutors, and participate in enrichment and motivational activities that make college and career success attainable. Students enrolled in AVID or AVID Excel are typically required to enroll in at least one of their school's most rigorous academic classes, such as Advanced Placement or Honors, in addition to the AVID Elective. As students progress in AVID/AVID Excel, their student agency improves, and they become academically successful students, leaders, and role models for other students. Additionally, in middle school, the language and literacy needs of long-term English language learners can be addressed through the AVID Excel Elective class.

Schoolwide

Even in the early days of AVID, a goal of AVID—beyond academic achievement for AVID Elective students—was to create or enhance a schoolwide college-going and career-ready culture that supports high expectations and high levels of achievement for all students. AVID is schoolwide when a school is systematically and intentionally using AVID approaches across the entire building to benefit all students and educators, setting the foundational transformation of a school through its Instruction, Systems, Leadership, and Culture to ensure college and career readiness for all students.

The AVID Elective Student

The AVID Elective class targets students who have the desire to attend college and are capable of completing rigorous courses, but need support to realize their full potential and would benefit from AVID Elective support for college and career readiness. Typically, these students are underserved students in secondary institutions. AVID places these students in Advanced Placement or Honors courses with support.

The AVID Excel Elective

The AVID Excel Elective class works by accelerating language acquisition, developing literacy, and placing AVID Excel Elective students on the path to high school AVID and college preparatory coursework. Emergent multilingual students (long-term English language learners) indicate that they want to go to college, but without a structured way for teachers and schools to address their specific needs, these students experience gaps in their academic preparation that stop them from entering a college preparatory course of study.

The AVID Excel Elective Student

The AVID Excel Elective class specifically focuses on emergent multilingual learners (EMLs) who are also formally referred to as long-term English language learners (L-TELLs). Making up an increasingly large proportion of the English language learners in secondary schools, many emergent multilingual learners have been in U.S. schools for most of their lives. Although many of these students were born in the United States, they still carry the English language learner designation and are frequently not progressing through the proficiency levels.

The AVID Curriculum

The AVID curriculum, based on rigorous standards, is developed by middle and senior high school teachers in collaboration with college professors. It is driven by the WICOR methodology (Writing, Inquiry, Collaboration, Organization, and Reading). WICOR instructional strategies engage students and scaffold instruction to make challenging content accessible. AVID curriculum is used in AVID Elective/AVID Excel Elective and content-area classes at AVID schools.

The AVID Site Team

One key to successful AVID implementation is the AVID Site Team. The AVID Site Team is a voluntary team of administrators, counselors, teachers, and others who work together to close the opportunity gap and provide college and career readiness for all students by implementing AVID across their school site.

AVID Secondary

The AVID Tutor

AVID tutors are trained in the AVID Tutorial Process, support students' WICOR skill development, and serve as a role model for AVID Elective and AVID Excel Elective students. Options for AVID tutors (who can be face-to-face tutors or eTutors) include, in preferential order:

- Current college students
- Cross-age students (older secondary students from a different grade level and classroom) or adults
- Peers from the same grade level, including, but not limited to, students in the AVID Elective class

Secondary Implementation Model

Implementation of AVID Secondary requires a strong commitment from the campus(es) and the school district. Success relies on the commitment to participating in and completing the AVID Secondary certification and data collection processes, as well as implementation and fidelity to the AVID Secondary Coaching and Certification Instrument.

Secondary Coaching and Certification Instrument

The AVID Secondary Coaching and Certification Instrument (CCI) provides a systematic pathway to impact more students through the implementation of AVID. It guides the process for transforming the Instruction, Systems, Leadership, and Culture of a school to benefit the entire campus. The CCI establishes common language, strategies, and benchmarks to help schools implement and grow AVID Schoolwide, allowing more students to benefit from AVID.

The CCI is organized into AVID's four Schoolwide Domains and can be used for program planning and development, as well as to assess the implementation of the AVID Elective, AVID Excel Elective, and AVID Schoolwide. This instrument should be completed early in the school year (e.g., Fall 2022) to develop goals for implementation and growth of schoolwide college and career readiness. The CCI should be revisited throughout the year to monitor progress on goals and should be revised in the spring for submission to AVID Center to determine a final certification recommendation for the school.

AVID Secondary Implementation Model	
I. AVID Schoolwide Instruction (Domain)	
1. WICOR (Writing, Inquiry, Collaboration, Organization, and Reading)	
II. AVID Schoolwide Systems (Domain)	
1. Management of the AVID Elective/Excel Elective ^[1]	
2. Access to Rigor and Student Support	
3. Assessment of Student Progress	
4. Professional Learning	
III. AVID Schoolwide Leadership (Domain)	
1. College and Career Readiness Mission and Vision	
2. Representative Governance	
3. Strategic College and Career Readiness Planning	
IV. AVID Schoolwide Culture (Domain)	
1. Rigor	
2. Community Activities and College and Career Awareness	
3. College-Going Environment	

[1] The Management of the AVID Elective/Excel Elective Subdomain within the Systems Domain documents fidelity of the AVID Elective and AVID Excel Elective using the following four implementation levels: Does Not Meet AVID Implementation Expectations; Meets AVID Implementation Expectations; Exceeds AVID Implementation Expectations; and Exceptional AVID Elective Implementation.

Districtwide AVID

Grounded in the AVID College and Career Readiness Framework, Districtwide AVID informs strategic planning and resource allocation to establish the beliefs and infrastructure needed to ensure college and career readiness for all students.

AVID Pre-College and Postsecondary Support

AVID continues to collaborate with institutions of higher education (IHEs) and adult education programs to support students with the goal of increased learning, persistence, completion, and success beyond college. As the number of high school students enrolled in college courses increases, so does the need to better understand the diverse learning needs and complex environments of pre-college programs. Dual and concurrent enrollment, Early College High Schools (ECHSs), Pathways in Technology Early College High Schools (PTECHs), and Career and Technical college programs all provide high school students with increased access to and enrollment in college courses. AVID pre-college and postsecondary support and resources help educators and leaders at all levels develop the rich set of skills and knowledge required to best enable student success in college-level coursework offered in both high school and college environments.

AVID understands that high school students enrolled in college courses, some as early as 9th grade, require accelerated support structures that give them the tools they need to be college-ready on day one. Building on AVID's existing flexible support for postsecondary, this support is designed specifically for teachers, school and district leadership, and postsecondary faculty and administrators, so that they can ensure all students can succeed in the career pathways of their choice.

AVID's flexible pre-college, postsecondary, and adult education professional learning and support:

- Meets the needs of pre-college high school teachers and administrators whose students are enrolled in college courses while they are in high school.
- Accelerates college readiness of dual enrolled students.
- Supports adult learners at local school districts' GED and alternative education programs, community-based adult education programs, and community colleges.
- Helps teachers improve students' success in rigorous college courses, understand Career and Guided Pathways, and build students' soft/employability skills.
- Utilizes AVID's postsecondary First-Year Experience (FYE) and First-Year Seminar (FYS) strategies and resources.
- Delves into the tools needed to navigate the college environment, including learning management systems, tutoring, supplemental instruction, and online coursework.
- Collaborates with K-12 districts and IHEs to align student success initiatives and explore roles and responsibilities, strengthening the K-16 pathway for holistic student success.

AVID's postsecondary professional learning workshops, tailored to meet the needs of individual campuses:

- Focus on support of rigorous content, high-engagement instruction (face-to-face, hybrid, and online), course design, Career and Guided Pathways, equity, and improving online teaching and learning.
- Support impactful student engagement around writing to learn, inquiry and critical thinking, collaboration in and outside the classroom, organization and time management, and development of academic reading skills to engage with rigorous content.
- Integrate high-engagement digital tools in online courses to increase student engagement.
- Deliver instructional tools to address Career and Guided Pathways requirements and how those requirements impact student learning in the classroom.
- Address student motivation and equity-minded practices to cultivate positive learning environments for all students, including those who are most often underrepresented on college campuses.

For questions, contact AVID Care at avidcare@avid.org or 1-833-284-3227.

AVID's Foundation for High-Engagement Teaching and Learning

WICOR, AVID's proven learning support structure for elementary through high school—and enhanced for postsecondary education—is both a construct for lesson design and delivery and specific teaching and learning strategies. WICOR-based instruction elevates engagement, provides access to rigor, and accelerates learning while developing five foundational college and career readiness skills.

Writing, Inquiry, Collaboration, Organization, and Reading

WICOR is an instructional approach involving both teachers and students, placing students at the center and empowering them to take ownership and agency of their thinking and learning. When educators create instructional experiences integrated with the rich layers of WICOR, students are actively engaged with content through productive struggle, cognitive wrestling, and critical thinking to access rigorous content from a multitude of perspectives and use it to create new innovations, challenge old ideas, and positively impact the world around them.

WICOR involves intentional instructional decision-making designed to provide students opportunities to demonstrate what they know and can do with rigorous course content and build skills and behaviors that support college and career readiness. This instructional approach involves a scaffolded process of skill-building, which begins in elementary school and gradually releases to autonomous student demonstration of mastery throughout the preK–12 journey. When educators are clear about *why* they are facilitating a strategy in alignment with the learning objective, then students understand *why* they are engaged in a specific structure and can draw upon the same strategy in a different context. The *what* of WICOR includes the specific strategies used in each component: writing, inquiry, collaboration, organization, and reading. The *how* of WICOR is the way those strategies are implemented into the curriculum that encourages more engagement and interaction with one's own learning to promote WICOR skills.

Utilizing technology to achieve the goals of WICOR can empower student voice, choice, and growth, while assisting them in being successful in a world that is constantly evolving. It is not about the tool or device being used, but how educators can authentically integrate digital tools to differentiate instruction and increase students' ownership and independence of their learning, through use with WICOR instructional practices. The addition of digital teaching and learning in WICOR will elicit more critical thinking, collaboration, communication, and creativity, aligning with the 21st century skills needed for students to be college- and career-ready. Ultimately, each of these components layer upon one another, thereby exponentially increasing the rigor in the learning and producing students who are superbly equipped to excel in our 21st century world.

The poster features a central graphic with the letters W, I, C, O, R in a star shape, and the AVID WICOR logo. Below this, five columns describe the components:

- Writing:**
 - Writing is:** A tool for communication, reflection, and learning; Inquiry; Visible organization of thought; Communication with authentic audiences.
 - Students who write:** Engage frequently, in every content area and classroom; Cite evidence to support their thinking; Deepen their understanding of content; Demonstrate command of academic vocabulary; Communicate as a content expert; Communicate their thinking competently and confidently.
 - AVID supports writing through blended learning experiences including:** Disciplinary literacy; Academic language and literacy scaffolds; Learning-through-writing strategies; The focused note-taking process; The writing process in every content area; Collaboration; Tutorials, Collaborative Study Groups, and Scholar Groups.
- Inquiry:**
 - Inquiry is:** Uncovering one's understanding; Critical thinking and questioning; Exploring a variety of ways to solve problems; Engaging in thinking, learning, and discussion to inspire innovation.
 - Students who inquire:** Analyze and synthesize materials or ideas; Clarify their own thinking; Probe others' thinking; Work through ambiguity; Solve authentic problems.
 - AVID supports inquiry through blended learning experiences including:** Design thinking and problem-based learning; Computational thinking; Skilled questioning techniques; Costa's Levels of Thinking; Socratic Seminars; Tutorials, Collaborative Study Groups, and Scholar Groups.
- Collaboration:**
 - Collaboration is:** Positive group interactions; Teamwork with shared responsibility; Sharing of ideas, information, and opinions.
 - Students who collaborate:** Create a safe and supportive physical and philosophical environment; Work through identified structures and roles to achieve a common goal; Develop positive interdependence; Clearly communicate verbally and nonverbally; Listen effectively to decipher meaning; Deepen the learning of others through inquiry and active engagement.
 - AVID supports collaboration through blended learning experiences including:** Academic language and literacy scaffolds; Socratic Seminars; Philosophical Chairs; Jigsaw, World Café, Reciprocal Teaching, and Numbered Heads; Synchronous and asynchronous peer editing groups; Tutorials, Collaborative Study Groups, and Scholar Groups.
- Organization:**
 - Organization is:** Managing materials, time, and self; Practicing methodical study habits; Planning and prioritizing school, work, and social tasks; Engaging in goal-setting, planning, and reflection; Strategically and intentionally taking responsibility for one's own learning.
 - Students who organize:** Self-direct, self-evaluate, self-monitor, and self-advocate to reach academic goals; Develop and use tools to organize thinking, resources, and time; Develop and use processes, procedures, and tools to study effectively; Prepare for rigorous courses and engage fully in instruction.
 - AVID supports organization through blended learning experiences including:** Binders, eBinders, calendars, planners, and agendas; The focused note-taking process; Graphic organizers; Project planning and SMART goal-setting; Tutorials, Collaborative Study Groups, and Scholar Groups.
- Reading:**
 - Reading is:** Making connections between texts, self, and the world; Navigating and comprehending rigorous texts; Evaluating information from a variety of formats; Organizing and applying text-based learning.
 - Students who read:** Activate, engage, and extend beyond the text; Make predictions and create visual images as they read; Understand text structures; Question the text and engage in deep inquiry; Become content experts; Evaluate sources for accuracy and bias.
 - AVID supports reading through blended learning experiences including:** Disciplinary literacy; Academic language and literacy scaffolds; Culturally relevant texts; The critical reading process; The focused note-taking process; Vocabulary building; Summarizing; Tutorials, Collaborative Study Groups, and Scholar Groups.

Visit the [MyAVID eStore](#) to order your own WICOR posters!

Writing: Competency in writing is basic to thinking, learning, and growth, requiring students to consider issues in new, complex ways, contributing to self-knowledge, and helping them to clarify and order experiences and ideas. Writing consists of an essential, complex set of tools that enhance critical thinking—good writers tend to be good thinkers, and improving cognitive skill enhances one’s writing ability. Based on in-depth personal interviews with college students conducted by Light (2001), students reported that the level of writing required was directly related to their engagement in their academic work. This relationship was stronger than the students’ engagement in any other course characteristic.

Inquiry: According to the Foundation for Critical Thinking, “Thinking is not driven by answers but by questions,” positioning inquiry as foundational to the higher-level cognition required for college success. AVID’s emphasis on inquiry focuses on the application of Arthur Costa’s three levels of “intellectual functioning,” whereby learning to ask progressively more complex questions is scaffolded, and students become progressively more metacognitive—aware of their own thinking processes. Using inquiry as an essential foundation for intelligent, productive cognition and discourse is crucial for academic achievement and college completion. Effective use of inquiry is even more important, however, for success in the workplace. Employers, according to Harvey et al. (1997), are “placing greater emphasis on hiring college graduates with inquiring minds and higher-level thinking skills,” in order to meet the challenges of the workplace. This is a position supported by national surveys of employers (Business/Higher Education Round Table, 1991, 1992; Secretary’s Commission on Achieving Necessary Skills, 1992; Education Commission of the States, 1995). Teaching and learning strategies that stimulate inquiry are thus necessary to prepare college graduates for success in careers and life.

Collaboration: Collaborative learning involves intentionally designed student groups engaged in “co-laboring” toward meaningful learning outcomes, using active engagement activities planned to maximize learning, and facilitating the sharing of the workload (Barkley, Cross, & Major, 2005). AVID’s high-engagement learning strategies involve collaborative activities through which individual students help each other learn and thereby strengthen their own learning. In these activities, students are responsible for their own learning; educators serve as facilitators in a learning community working together for the success of the group.

Organization: Because most students face competing priorities that are often overwhelming, organizational skills are critical to success in academic and social situations. According to Cuseo, Fecas, and Thompson (2010), college students “who have difficulty managing their time have difficulty managing college.” Management of time and energy, and learning to set priorities, can make the difference between success and failure for new college students. In addition, students at all levels must learn to plan effectively for academic tasks, organizing information and ideas for assignments and projects. Consistent with its focus on promoting “individual determination,” AVID provides support for the organization of materials, assignments, assessments, handouts, and notes.

Reading: College instructors consider reading to be a basic skill, one that all students should have acquired before entering college. However, students often neither complete assigned readings nor know how to effectively read assigned material—one of the most common challenges reported by college instructors (Gottschalk & Hjortshoj, 2004). AVID’s approach to critical reading provides educators with practical, research-based strategies designed to help students read more effectively. Skills, such as “reading with purpose,” are scaffolded with more complex activities to ensure that students connect reading material to prior knowledge, understand the structure of texts, and use text-processing strategies during and after reading to improve comprehension.

References

- Barkley, E. F., Cross, K. P., & Major, C. H. (2005). *Collaborative learning techniques: A handbook for college faculty*. San Francisco, CA: Jossey-Bass.
- Business/Higher Education Round Table. (1991). *Aiming higher: The concerns and attitudes of leading business executives/university heads to education priorities in Australia in the '90s* (Commissioned Report No. 1). Melbourne, Australia.
- Business/Higher Education Round Table. (1992). *Educating for excellence – Part 2: Achieving excellence in university professional education* (Commissioned Report No. 2). Melbourne, Australia.
- Cuseo, J. B., Fecas, V. S., & Thompson, A. (2010). *Thriving in college and beyond: Research-based strategies for academic success and personal development*. Dubuque, IA: Kendall Hunt Publishing Company.
- Education Commission of the States. (1995). *Making quality count in undergraduate education*. Denver, CO: ECS Distribution Center.
- Foundation for Critical Thinking. Retrieved from www.criticalthinking.org/pages/the-role-of-socratic-questioning-in-thinking-teaching-amp-le/522
- Gottschalk, K., & Hjortshoj, K. (2004). *The elements of teaching writing: A resource for instructors in all disciplines*. Boston, MA: Bedford/St. Martin’s.
- Harvey, L., Moon, S., Geall, V., & Bower, R. (1997). *Graduates’ work: Organisational change and students’ attributes*. Birmingham, UK: Centre for Research into Quality, University of Central England.
- Light, R. J. (2001). *Making the most of college: Students speak their minds*. Cambridge, MA: Harvard University Press.
- Secretary’s Commission on Achieving Necessary Skills. (1992). *Learning a living: A blueprint for high performance. A SCANS Report for America 2000*. Washington, DC: U.S. Department of Labor.
- What AVID Is. Retrieved from www.avid.org/what-avid-is



Funding and Sustaining AVID to Ensure Success



AVID is an investment that pays off in student success.

Thoughtful planning and allocation of resources enable districts and schools to start, expand, and sustain funding so that **all students** benefit long-term.

Key Strategies

Build Relationships

Make AVID a major initiative to create a college-going culture on each campus with top priority for funding.

- Share your AVID success story with district administration, board members, colleagues, parents, and your community to build long-term support.
- Share AVID grant writing resources and results with district leaders in charge of seeking public and private funding.

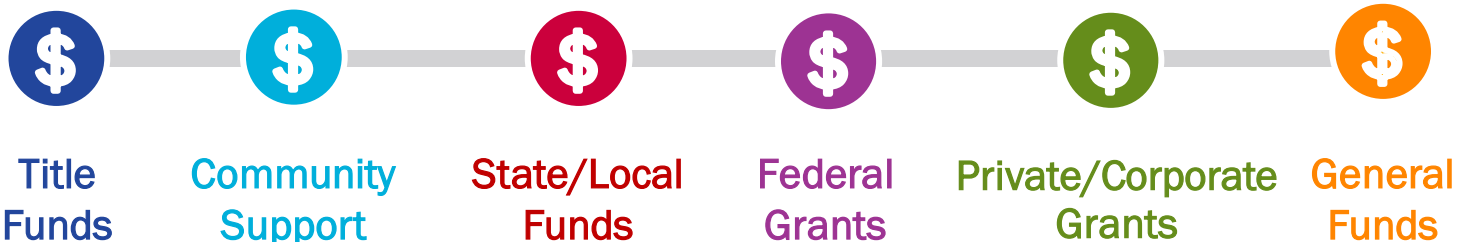
Diversify Funding

Districts leverage multiple funding sources to support AVID.

- Successful funding models are diversified so that the loss of one source does not create a significant shortfall.
- Each year, district leaders allocate long-term funding to the ongoing costs of membership and tutors. Other funds are used to increase the number of teachers trained in AVID methodologies.

Blended Funding Approach

to strategically budget year-over-year



How One District Funded AVID



Membership:

Title I, State Funds,
General Funds

Professional Learning:

Title II, III (AVID Excel®)

Curriculum:

Title I, General Funds

Tutors:

Title II for training, Community Support,
Private Grant

Salaries and Release Time:

Title I, II, III (AVID Excel, Academic Language Learning)

Field Trips and Supplies:

Private Grant, Community Support

AVID is a nonprofit organization that provides educators with proven, real-world strategies to accelerate the performance of underrepresented students, so these students and all students across the entire campus succeed in college, careers, and life.

www.avid.org

Start, Expand, and Sustain AVID



COMMUNITY SUPPORT

Vital to building a thriving, sustainable AVID system! Schools actively engage their communities with a variety of outreach activities that leverage AVID advocates, including:

- [AVID Showcases](#)
- Guest speakers in classrooms
- Student panels and presentations at service club meetings and local business gatherings

More ideas are available at www.avid.org on [Funding AVID](#) pages.

STATE and LOCAL FUNDS

Great funding sources with a variety of focus areas, including:

- College readiness
- High school graduation
- “At-risk”
- Closing opportunity gaps for low-income, high-needs students
- Educator effectiveness

Use [USDOE State Contacts](#) to find sources in your state.

DISTRICT GENERAL FUNDS

Most AVID districts use these funds to pay for one or more components of their AVID system, including AVID Elective teacher salaries.

TITLE FUNDS

A primary source of funding for AVID under the new ESSA, just as it’s been under NCLB. Districts use:

- **Title I** funds for membership fees, curriculum, professional development, tutors, salaries, travel, and AVID Elective field trip activities.
- **Title II** funds for professional development and related travel to Summer Institutes, Path to Schoolwide, and AVID District Leadership trainings; they are also used for tutor training.
- **Title III** funds for AVID Excel to support long-term English language learners; they are also used for Academic Language Learning training.

FEDERAL GRANTS

Used by districts to start or expand AVID. Initiatives aligned with AVID include:

- [GEAR UP](#)
- [Department of Defense’s Military-Connected LEAs for Academic and Support Programs](#)
- [School Improvement Grants](#)

To learn more about federal funding, check the [U.S. Department of Education Forecast of Funding Opportunities](#).

PRIVATE and CORPORATE GRANTS

Providing grants to school districts include:

- Local and regional private foundations
- Community and educational foundations
- Parent/teacher associations
- Corporate funders
- Banks

[Grant writing resources can be found on the AVID website.](#)



DEADLINES:

Funds must be obligated by

- Sept. 30, 2023 (ESSER II)
- Sept. 30, 2024 (ESSER III)

Pandemic Recovery Funding

For pandemic recovery, \$176 billion in federal funding is available through the Coronavirus Response and Relief Supplemental Appropriations Act (ESSER II) and the American Rescue Plan Act (ESSER III). The chart below outlines how AVID products and services align with funding priority areas.

UNFINISHED LEARNING

AVID addresses unfinished learning (categorized in ESSER as “learning loss”) by accelerating learning for all students, which starts with ensuring that school leaders have instilled instruction, systems, leadership, and culture that support raising expectations and high achievement for all.

SOCIAL-EMOTIONAL LEARNING

AVID models SEL and relational capacity-building for educators so they can model this in the classroom. Relational capacity has an incredible impact on student learning experiences.

DISTANCE LEARNING

AVID’s approach to distance learning entails involving educators in high-engagement professional learning that models strategies and instructional practices and that enhance relational capacity and student engagement in a virtual setting.

CONTINUITY OF SERVICES

AVID equips educators with instructional practices needed to create highly engaging learning experiences in digital, face-to-face, and hybrid classrooms. We provide the space for leaders to connect around the issues impacting them.

AVID PRODUCTS AND SERVICES	PRIORITY AREAS			
	UNFINISHED LEARNING	SOCIAL-EMOTIONAL LEARNING	DISTANCE LEARNING	CONTINUITY OF SERVICES
<p>AVID® Membership (Elementary and Secondary)</p> <p>AVID gives elementary and secondary educators a solution for systematically increasing academic rigor and creating engaging learning environments, accelerating the performance of underrepresented students, and delivering results schoolwide. Membership provides school staff with resources to support student needs in all priority areas.</p> <p>Resources to address unfinished learning include professional learning for educators focused on AVID Core Instructional Strategies that can be used across a campus in all classrooms schoolwide. Additional AVID components support in the following ways:</p> <ul style="list-style-type: none"> • The AVID Elective (secondary) helps educators assess student academic progress and enhance engagement in distance learning in digital, face-to-face, and hybrid classrooms by building relational capacity between students and educators. • Tutorials and Collaborative Study Groups (secondary) empower students to assess their academic progress and needs through peer support and engagement. <p>Membership components also support social-emotional learning. The AVID Elective helps students develop their agency and equips them with academic and social and emotional learning skills to support them in their core content classes and beyond.</p> <p>AVID supports leaders with distance learning through Principal Networks, leadership-centered AVID Professional Learning Modules (APLMs), professional learning days centered on APLMs, and consultative coaching.</p> <p>In addition, membership supports continuity of learning by providing resources to leaders and educators. AVID leaders can engage in:</p> <ul style="list-style-type: none"> • Principal Networks • Key Implementer Networks • Regional AVID partner meetings (i.e., District Directors, AVID Site Coordinators) • AVID Professional Learning Modules (APLMs) focused on Leadership • K-12 Educator AVID Professional Learning Workshops • AVID Elective Teacher/Coordinator Workshops • Counselor Networks <p>All AVID Members can enhance their skillsets through:</p> <ul style="list-style-type: none"> • Trainings, workshops, and resources available on-demand, including instructional videos. Some examples include Digital Citizenship/SEL Workshops. 				

AVID PRODUCTS AND SERVICES	PRIORITY AREAS			
	UNFINISHED LEARNING	SOCIAL-EMOTIONAL LEARNING	DISTANCE LEARNING	CONTINUITY OF SERVICES
<p>AVID Professional Learning Events: AVID DigitalXP, AVID ElevateXP, Summer Institute, and Path to Schoolwide</p> <p>AVID professional learning teaches and models AVID’s evidence-based instructional practices and high-engagement strategies that are relevant for distance learning, in-person, and hybrid instructional settings. Participants choose a Community of Practice that best meets their needs based on their role or content area, and which type of professional learning event they would like to attend: AVID DigitalXP, AVID ElevateXP, Summer Institute, or Path to Schoolwide. These events support principals, school leaders, teachers in all content areas, counselors, and other educators.</p> <p>Professional Learning Event Descriptions</p> <p>Summer Institute: 3 full days, held in the summer, in person instruction</p> <p>AVID DigitalXP: 3 full days, held in the summer, virtual instruction</p> <p>Path to Schoolwide: 2 days, available year-round, in person instruction</p> <p>AVID ElevateXP: Four 3-hour sessions offered year-round, virtual instruction</p> <p>Communities of Practice to Support Leaders</p> <p>Leadership Communities of Practice help principals and school leaders accelerate learning and address unfinished learning by providing them with a deeper understanding of their school’s needs through the lenses of Instruction, Systems, Leadership, and Culture.</p> <p>Examples of Leadership Communities of Practice include Leading Change for Educational Equity (LCEE); LCEE2; Site Leaders – New; and Site Leaders – Experienced. LCEE and LCEE2 empower principals and school leaders to address unfinished learning by employing a systemic approach to college and career readiness through the implementation of AVID Schoolwide.</p> <p>Leaders can attend other Communities of Practice to learn more about accelerating learning in various areas. For more information, please visit our AVID Professional Learning Page.</p> <p>Communities of Practice to Support Educators</p> <p>AVID professional learning supports educators across all content areas and are grounded in evidence-based instructional methodologies. AVID professional learning features a variety of content areas to choose from, with each building in social and emotional learning practices for use in any classroom on campus. Training examples include Fostering an Equitable and Engaging Culture in Classrooms and Creating Engaging and Rigorous Classrooms.</p>				
<p>AVID Math and Science Summer Bridge</p> <p>AVID’s Math and Science Summer Bridge programs offer high-engagement math and science content designed to accelerate learning by enhancing students’ critical thinking, reasoning, and problem-solving skills through interactive and collaborative lessons and activities. There are four offerings to choose from, with each featuring curriculum for 60 hours of student contact time (15 units of 4 hours each). The programs are designed for students in grades 6–9, with grade bands varying by offering.</p>				
<p>AVID STEM Academy™</p> <p>AVID STEM Academy is a two-week, 50-hour STEM curriculum for K–8, incorporating developmentally appropriate themes, SEL, and re-lection activities aligned to national standards. STEM Academy is available for all educators, regardless of STEM background, with no additional teacher training required for summer school use. New for 2022–2023 are creative coding lessons.</p>				

AVID PRODUCTS AND SERVICES	PRIORITY AREAS			
	UNFINISHED LEARNING	SOCIAL-EMOTIONAL LEARNING	DISTANCE LEARNING	CONTINUITY OF SERVICES
<p>AVID Excel®</p> <p>AVID Excel is a middle school offering that changes the trajectory of long-term English language learners by accelerating academic language acquisition, developing literacy, and preparing them for success in rigorous college preparatory coursework. AVID Excel accelerates students' academic language acquisition and puts them on a pathway to high school AVID and college readiness. AVID Excel trainings focus on instructional methodologies for ELL students delivered through the AVID Excel Elective class. AVID Excel helps educators address unfinished learning experienced by 7th and 8th grade ELL students by providing resources and professional learning to accelerate academic language acquisition.</p>				
<p>AVID English Language Development Summer Bridge</p> <p>This student summer program provides middle and high school English language learners with an opportunity to engage in interactive and fun lessons that focus on academic language acquisition, community building, and school connectivity. Students will engage in two 10-day sessions lasting 4 hours per day. The content focuses on six learning target areas—reading, writing, oral language, academic vocabulary, study skills, and self-determination and leadership.</p> <p>During the AVID ELD Summer Bridge, scholars engage in interactive team-building activities that focus on developing a comfortable and connected scholarly community, while accelerating language acquisition and providing access to rigorous coursework.</p> <p>Program Features:</p> <ul style="list-style-type: none"> • Supports social-emotional learning and school connectivity • Deepens students' development of 21st century skills • Provides research-based, highly effective instructional strategies for teachers 				
<p>AVID Weekly®: Literacy Connections Schoolwide and AVID Elementary Weekly: Literacy Connections Schoolwide</p> <p>Features actionable lesson plans with classroom resources. Each lesson uses WICOR® (Writing, Inquiry, Collaboration, Organization, and Reading) strategies to analyze relevant texts, infographics, and images, allowing students to think critically and connect prior knowledge to their current learning. WICOR methodologies enhance critical SEL components, like self-awareness, self-management, and relationship skills. AVID Weekly also provides literacy instruction resources that be utilized in any summer learning or supplemental after-school program.</p>				
<p>AVID STEM Connections®</p> <p>AVID STEM Connections is a K–12 resource for both AVID and non-AVID educators, featuring hands-on STEM lessons and creative coding experiences, integrating STEM across content areas for teachers new to STEM, with modifications and extensions available. With an emphasis on SEL skill development and STEM career connections, content is aligned with national standards and includes grab-and-go lessons, teacher presentations, and student resources, all available for download.</p>				

States and districts requiring confirmation of Tier 2 evidence of effectiveness by the What Works Clearinghouse (WWC) for the use of ESSA funding can now add AVID to their list of eligible support providers!

Section 2

General Site Team Info and Resources

AVID Site Team Outcomes	20
The AVID Site Team	21
Profile of an AVID Site Team	23
AVID Elementary Site Team: Roles and Responsibilities	24
AVID Secondary Site Team: Roles and Responsibilities	27
Process for Developing AVID Site Goals	31
AVID Site Goals	32
Site Team Meetings Calendar Template.....	42
Data Collection and Certification Timeline	43
The Continuous Improvement Cycle	45
Links for the Coaching and Certification Instrument and Months at a Glance (Elementary and Secondary)	46
Elementary Site Team Guiding Questions by Domain	47
Secondary Site Team Guiding Questions by Domain	51

AVID Site Team Outcomes

Performance Objective

All AVID participants will engage in the Continuous Improvement Cycle to develop a plan of action for initiating implementation, refining implementation, or ensuring sustainability of the AVID College and Career Readiness System within their schools.

Learning Objectives

AVID Professional Learning participants will:

1. Create connections between the AVID College and Career Readiness Framework, the Profile of a Highly Effective Site Team, and the definition of Collective Educator Agency to AVID site goals that support implementation, acceleration, and/or sustainability of the AVID College and Career Readiness System.
2. Engage in a differentiated process fostered by the Continuous Improvement Cycle to define and/or refine AVID site goals.
3. Create AVID site goals that clearly align to school improvement goals and district strategic plans.
4. Reflect on new learning and how AVID-trained staff balance either individual commitment as members of the Site Team or impact practice schoolwide as stakeholders.

Essential Question

How do high-functioning Site Teams strengthen AVID implementation, thus achieving collective educator agency, improving student outcomes, and ensuring college and career readiness for all students?

The AVID Site Team

What is the AVID Site Team?

The AVID Site Team is a voluntary team of administrators, the AVID site coordinator, counselors, teachers, and others who work together to close opportunity gaps and provide college and career readiness for all students by implementing and sustaining AVID across their school site.

What is the purpose of the AVID Site Team?

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 and promoting collegial interaction within an individual school. Through the lens of the AVID College and Career Readiness Framework, Site Team members collaborate to promote and provide access to rigorous content and instruction and to develop a college-going and career-ready culture for all students, elementary through secondary, by guiding the implementation and deepening of the four AVID Schoolwide Domains—Instruction, Systems, Leadership, and Culture—on their campus.

<p>INSTRUCTION <i>promotes:</i></p> <ul style="list-style-type: none">▶ WICOR® Strategies▶ 21st Century Skills▶ Student Leadership Skills▶ Goal-Setting/Monitoring▶ Rigor for All 	<p>SYSTEMS <i>support:</i></p> <ul style="list-style-type: none">▶ AVID Site/District Teams▶ Professional Learning▶ AVID Elective/Excel Elective Classes (Secondary)▶ Equity and Access to Rigor▶ Data Collection and Analysis 	<p>LEADERSHIP <i>ensures:</i></p> <ul style="list-style-type: none">▶ Strategic Planning▶ Modeling of Expectations▶ College Readiness Mission and Vision▶ Career Readiness▶ Distributed Leadership Approach 	<p>CULTURE <i>fosters:</i></p> <ul style="list-style-type: none">▶ College and Career Preparation▶ Common Belief in Student Success▶ Family and Community Involvement▶ High Expectations for All▶ Positive and Safe Learning Environment 
--	---	--	---

The AVID Site Team

What does the AVID Site Team do?

Using the AVID Coaching and Certification Instrument (CCI) as the foundation, the Site Team:

- ☑ Develops and implements AVID site goals aligned to school improvement plans.
- ☑ Creates individual commitment statements aligned to the goals.
- ☑ Collects evidence to illustrate support for student access to, and success in, rigorous curriculum.
- ☑ Models and shares effective WICOR strategies and academic success skills across content areas.
- ☑ Analyzes school and student data in order to provide relevant professional learning at their site.
- ☑ Sets high expectations for all students, faculty, and parents in regard to student achievement and college and career readiness.
- ☑ Addresses equity issues/barriers on campus.
- ☑ Supports, at the secondary level, the needs of the AVID Elective and AVID Excel Elective (e.g., recruitment, tutor training, student support, college and career readiness and awareness).

What does it mean to be a Site Team member?

Historically, the AVID Site Team has been a catalyst for creating schoolwide change. Site Team members are motivators and collaborators who work together to promote high standards for students and a college-going and career-ready culture on campus. To be a member of the AVID Site Team means that one is willing to take part in Site Team meetings, move the AVID vision forward, and when necessary—within one’s sphere of influence—speak up and act. Site Team members take on the role of student advocates and schoolwide advocates for issues of access and equity in regard to rigorous curriculum, engaging and culturally relevant teaching practices, and college and career readiness for all students.

Who is on the AVID Site Team?

Site Team membership is voluntary and is determined at the discretion of the Site Principal or AVID Site Coordinator. Site Teams typically include the following AVID-trained staff at the school level, and other stakeholders:

AVID Elementary

Site Team Members:

- Principal
- AVID Site Coordinator
- AVID District Director
- Administrator
- AVID Elementary Teacher(s)

Additional/Possible Site Team Members:

- Counselor(s)
- Instructional Specialist(s)/Coach(es)
- Parents/Families
- College/University Liaison(s)
- Community Members

AVID Secondary

Site Team Members:

- Principal
- AVID Site Coordinator
- AVID District Director
- AVID Elective and AVID Excel Elective Teacher(s)
- Content Teachers
- Counselor(s)

Additional/Possible Site Team Members:

- Other Site Administrator(s)
- Schoolwide Campus Teacher(s), including those teaching Honors, AP®, and IB® courses
- Instructional Specialist(s)/Coach(es)
- AVID Tutor(s)
- AVID Student(s)
- Parents/Families
- College/University Liaison(s)
- Community Members

The AVID Site Team

How does the Site Team function?

Members of the Site Team regularly attend AVID Professional Learning and identify priorities and set goals to deepen implementation of AVID strategies in their own classrooms and schoolwide. Led by an AVID Administrator or AVID Site Coordinator, and with the support of a District Director, the AVID Site Team meets regularly during the school year to review and support the implementation of AVID site goals; review the individual commitments; address issues of access and equity; and plan implementation of WICOR strategies in all classrooms, identification and recruitment of AVID Elective and AVID Excel Elective students (at the secondary level), and outreach to develop family and community connections.

Leadership is critical to achieving goals through AVID, so having the principal on the Site Team—as well as having the principal be AVID-trained—will help staff model the importance of implementing AVID for both short- and long-term effects. Using the Continuous Improvement Cycle, Site Team members plan, implement, reflect on challenges, and celebrate large and small wins together in order to meet the AVID mission of closing the opportunity gap and providing college readiness for all students.

If I attend AVID Professional Learning, am I automatically on the AVID Site Team?

No, participation on the Site Team is voluntary. Administrators, counselors, and content-area teachers attending Summer Institute or AVID DigitalXP who have not previously been on the AVID Site Team are at Summer Institute or AVID DigitalXP to learn to implement AVID's WICOR and college and career readiness strategies and support their school's vision of closing the opportunity gap by providing rigorous, engaging instruction and a college-going and career-ready culture for all students.

If I am not on the Site Team, what is expected of me after attending an AVID experience?

It is important to remember that by sending you to AVID Summer Institute or AVID DigitalXP, your school has made a significant investment in your professional learning. Regardless of your role on campus, if you go to Summer Institute or AVID DigitalXP, you can support the efforts of the Site Team through embodying the AVID mission, implementing strategies that provide rigorous, engaging content and instruction for all students, and participating in the development of a schoolwide college-going and career-ready culture.





Profile of an AVID Site Team

This profile represents the vision of a highly effective Site Team. This vision provides AVID with clear direction for how to engage Site Teams in high-quality, relevant professional learning, networking, and coaching to support implementation, acceleration, and sustainability of their AVID College and Career Readiness System (ACRS). This document is not a checklist of what an AVID Site Team must know and do to lead AVID at their site. Instead, it outlines the shared leadership structure and the collective work of the Site Team to impact changes in adult behavior and the success of all students.

INSTRUCTION – Promotes WICOR® as a means for bolstering rigor on the campus, with a focus on providing support for high-quality instruction across all classrooms.

- Understands the site’s definition of rigor and informs campus-wide decisions around curriculum, instruction, and assessment.
- Understands effective instructional pedagogy and models WICOR for staff and students.
- Leads and participates in professional learning alongside site and district staff.
- Develops and refines their own high-quality instructional practices through AVID and district-provided professional learning.
- Collaborates with principal, instructional coaches, and AVID Site Coordinator to inform and support their instructional coaching practices.

SYSTEMS – Supports systems thinking and applies that knowledge to AVID implementation, refinement, and sustainability through continuous improvement.

- Executes the alignment of the site’s vision, goals, and continuous improvement initiatives to ensure a focus on college and career readiness for all.
- Infuses AVID’s philosophy and methodologies into collaborative planning with colleagues in structures like Professional Learning Communities (PLCs) and grade-level teams, helping to co-design effective instruction and appropriate scaffolding for student success.
- Uses AVID resources in their own practice and supports implementation of their routine use across the site.
- Utilizes the Site Team Months at a Glance and the Continuous Improvement Cycle to systemize processes that ensure quality implementation and sustainability of AVID.
- Collaborates with the principal and AVID Site Coordinator to use the Coaching and Certification Instrument (CCI) and data tools to coach, plan, and gather evidence to reach identified college and career readiness success targets.

LEADERSHIP – Ensures a mission- and vision-driven approach to leadership motivated by the “why” and rooted in the AVID College and Career Readiness Framework.

- Understands and articulates the alignment between AVID’s and the site’s mission and vision.
- Employs the Continuous Improvement Cycle to align campus improvement efforts and schoolwide AVID goals to ensure improved student outcomes.
- Assists in the deployment of structures for communication, collaboration, and calibration across the site, feeder pattern, and community to ensure AVID implementation with fidelity.
- Remains aware of changing dynamics within and beyond the school community that demand flexibility in approach or require organizational change.
- Takes collective action to advocate for students while building capacity and honoring the needs of educators.

CULTURE – Fosters an intentional culture on the campus that aligns to the AVID College and Career Readiness Framework to ensure all students receive what they need.

- Values inclusivity among students, staff, and community and actively cultivates that mindset in others across the school community.
- Leads toward equity by example and challenges practices, structures, and mindsets that perpetuate inequities on the campus.
- Believes all students can graduate ready for college and careers and consistently expresses that belief to stakeholders.
- Supports campus leaders and fellow educators in analyzing and acting on student feedback to drive change and improvement.
- Recognizes the existence of opportunity gaps that affect both individual students and larger groups and works to break down barriers that cause them.

AVID Elementary Site Team *Roles and Responsibilities*

Site Team Members:

- Principal
- AVID Site Coordinator
- AVID District Director
- Administrator
- AVID Elementary Teacher(s)

Additional/Possible Site Team Members:

- Counselor(s)
 - Instructional Specialist(s)/Coach(es)
 - Parents/Families
 - College/University Liaison(s)
 - Community Members
-



Principal

- Serves as the instructional leader for the AVID Elementary site.
- Oversees certification and implementation processes.
- Provides philosophical and financial support for AVID teachers and students.
- Acts as a liaison with district administration.
- Serves as an active member of the AVID Site Team and has attended AVID Summer Institute, DigitalXP, ElevateXP, or Path to Schoolwide.
- Inputs and submits AVID Elementary site-level data.
- Assists teachers in disaggregating student-level data (pre-/mid-/post-assessments) and guides decisions on the impact to instruction.
- Coordinates AVID with other categorical and core curriculum programs to provide alignment.
- Communicates and encourages support for AVID teachers, parents, and the community.
- Contacts community partners and organizations for support in obtaining materials, such as notebooks, folders, supplies, etc.
- Visits implementing AVID Elementary classrooms, and supports and promotes the use of AVID strategies and WICOR schoolwide.
- Models and provides professional learning on AVID methodologies for other staff members of the school.
- Supports the completion of the Elementary Coaching and Certification Instrument and guides the creation of goals aligned to the school improvement plan.
- Uses the AVID College and Career Readiness Framework as a lens to support students and staff.

AVID Site Coordinator

- Advocates for students and is committed to the philosophy of AVID, including support for equity and access for all students.
- Leads the building of an active, participatory AVID Site Team.
- Provides the leadership for the development and maintenance of an active Site Team.
- Acts as the liaison between the Site Team, principal, and AVID District Director.
- Acts as the liaison between the principal and AVID teachers.
- Uses the AVID College and Career Readiness Framework as a lens to support students and staff.
- Facilitates the collection of AVID Elementary data and collaborates with the Site Team to analyze the data to establish and revise Site Team goals for quality implementation.
- Facilitates and collaborates with the members of the Site Team in ongoing certification reviews, collection of evidence, and submission of the Elementary Coaching and Certification Instrument.
- Collaborates with different sites and grade levels to articulate and calibrate scaffolded grade-level implementation expectations.
- Advocates and provides professional learning regarding AVID methodologies for other staff members of the school and district.
- Works closely with the secondary AVID Site Coordinator to develop a plan for articulation and recruitment of exit-grade-level students into the secondary AVID Elective.



AVID District Director

- ❑ Communicates information about AVID activities in a timely manner and encourages and supports administrators' and teachers' attendance at AVID professional learning events throughout the year.
- ❑ Acts as a liaison between the district office and AVID Center.
- ❑ Oversees AVID implementation.
- ❑ Provides programmatic, philosophical, moral, and financial support to AVID within the district.
- ❑ Approves and submits certification documents and site-level data for all active sites.
- ❑ Visits, coaches, guides, and supports implementation sites and staff to reach certification.
- ❑ Facilitates vertical and horizontal articulation meetings between elementary, middle, and high schools within the district.
- ❑ Attends AVID professional learning (Summer Institute, DigitalXP, ElevateXP, or Path to Schoolwide), facilitates Site Teams, attends AVID District Leadership trainings, and keeps abreast of AVID updates.
- ❑ Uses the AVID College and Career Readiness Framework as a lens to support students and staff.

Administrator (other than Principal)

- ❑ Serves as a coach or guides the implementation of AVID Elementary through the lens of site or central office personnel.
- ❑ Assists teachers in disaggregating student-level data (pre-/mid-/post-assessments) and guides decisions on the impact to instruction.
- ❑ Attends AVID Summer Institute, DigitalXP, ElevateXP, Path to Schoolwide, and/or other AVID trainings for administrators.
- ❑ Visits implementing AVID Elementary classrooms, and

supports and promotes the use of AVID strategies and WICOR schoolwide.

- ❑ Models and provides professional learning on AVID methodologies for other staff members of the school.
- ❑ Uses the AVID College and Career Readiness Framework as a lens to support students and staff.

AVID Elementary Teacher(s)

- ❑ Sets high expectations for student opportunities and monitors students' progress.
- ❑ Implements AVID Elementary daily and works directly with students.
- ❑ Promotes the use of the WICOR strategies by all students in all classes.
- ❑ Conducts pre-/mid-/post-assessments on students' use of the agenda/planner, organizational tools, note-taking, and inquiry, and decides how this data will impact instruction.
- ❑ Disaggregates student-level data and measures against AVID site goals for implementation.
- ❑ Assists the Site Team with certification and data collection (including student-level data assessments) and gathers artifacts around the Domains to verify levels of performance for the Elementary Coaching and Certification Instrument.
- ❑ Promotes the use of schoolwide WICOR strategies across the campus.
- ❑ Models and provides professional learning regarding AVID methodologies for other staff members of the school.
- ❑ Is committed to student success and improved student learning.
- ❑ Is trained in, understands, and enthusiastically implements AVID methodologies, materials, and strategies in classroom instruction.
- ❑ Collaborates with other Site Team members and takes on leadership roles within the Site Team.



Counselor(s)

- ❑ Promotes AVID Elementary methodologies and counsels/educates students and parents on overcoming obstacles and breaking stereotypes.
- ❑ Establishes links with counselors at other sites and grade levels to develop articulated methods to support AVID Elementary implementation for teachers, students, and families.
- ❑ Supports teachers with implementation by incorporating AVID Elementary student success skills into regular counseling lessons.
- ❑ Participates in AVID activities, such as field trips, family workshops, and Site Team meetings.

Instructional Specialist(s)/Coach(es)

- ❑ Supports teachers in aligning AVID with other instructional initiatives or teaching and learning systems used in the school.
- ❑ Assists teachers in disaggregating student-level data (pre-/mid-/post-assessments) and guides decisions on the impact to instruction.
- ❑ Visits implementing AVID Elementary classrooms, and supports and promotes the use of AVID strategies and WICOR schoolwide.
- ❑ Models and provides professional learning on AVID methodologies for other staff members of the school.

Parents/Families

- ❑ Provide emotional, philosophical, and academic support to students by:
 - Showing interest in their students' schoolwork.
 - Providing students with a time and a place to study.
 - Insisting that students do their homework and class assignments.
- ❑ Attend AVID Elementary functions and activities.
- ❑ Advise and assist their children to develop responsible decision-making.

College/University Liaison(s)

- ❑ Provides motivational/informational speakers.
- ❑ Promotes a mentor program.
- ❑ Provides opportunities for AVID Elementary students to visit the college campus.
- ❑ Partners with the district/school to provide college informational materials for implementing elementary campuses to feature in classrooms and hallways.

Community Members

- ❑ Support the goals of the AVID Elementary campus and its students.
- ❑ Positively reinforce the importance of education.
- ❑ Share information about various career options and serve as guest speakers.

AVID Secondary Site Team Roles and Responsibilities

Site Team Members:

- Principal
- AVID SiteCoordinator
- AVID District Director
- AVID Elective and AVID Excel Elective Teacher(s)
- Content Teachers
- Counselor(s)

Additional/Possible Site Team Members:

- Other Site Administrator(s)
 - Schoolwide Campus Teacher(s), including those teaching Honors, AP®, and IB® courses
 - Instructional Specialist(s)/Coach(es)
 - AVID Tutor(s)
 - AVID Student(s)
 - Parents/Families
 - College/University Liaison(s)
 - Community Members
-

Principal

- Serves as the instructional leader for the AVID Secondary site.
- Provides philosophical and financial support for AVID Elective and AVID Excel Elective teachers, students, and tutors.
- Acts as a liaison with district administration.
- Serves as an active member of the AVID Site Team and has attended AVID Summer Institute, DigitalXP, ElevateXP, or Path to Schoolwide.
- Supports equity and access of all students to AP, Honors, and other advanced/rigorous courses.
- Supports the AVID Site Coordinator in the role of selection, assignment, and evaluation of AVID Elective and AVID Excel Elective tutors.
- Coordinates the AVID Elective and AVID Excel Elective with other categorical and core curriculum programs to provide alignment.
- Communicates and encourages support for AVID Elective and AVID Excel Elective teachers, parents, and community.
- Contacts community partners and organizations for support in obtaining materials, such as computers, notebooks, etc.
- Visits AVID Elective and AVID Excel Elective classrooms, and supports and promotes the use of AVID strategies schoolwide.
- Uses the AVID College and Career Readiness Framework as a lens to support students and staff.



AVID Site Coordinator

- Advocates for students and is committed to the philosophy of AVID, including support for equity and access for all students.
- Leads the building of an active, participatory AVID Site Team.
- Provides the leadership for the development and maintenance of an active Site Team.
- Acts as the liaison between the Site Team, principal, and AVID District Director.
- Acts as the liaison between the principal, AVID counselor, and AVID Elective and AVID Excel Elective teachers.
- Uses the AVID College and Career Readiness Framework as a lens to support students and staff.
- Oversees and is responsible for certification and data collection, including engaging the members of the Site Team in the collection of evidence and providing data.
- Collaborates with different sites and grade levels to articulate the curriculum and activities of AVID.
- Advocates and provides professional learning regarding AVID Elective and AVID Excel Elective methodologies for other staff members of the school and district.



AVID District Director

- ❑ Communicates information about AVID activities in a timely manner and encourages and supports administrators' and teachers' attendance at ongoing AVID professional learning events throughout the year.
- ❑ Acts as a liaison between the district office and AVID Center.
- ❑ Oversees AVID implementation and coordinates middle and high schools within the district.
- ❑ Provides programmatic, philosophical, moral, and financial support to AVID within the district.
- ❑ Approves and submits certification documents and site-level data for all active sites.
- ❑ Visits, coaches, guides, and supports implementation sites and staff to reach certification.
- ❑ Facilitates vertical and horizontal articulation meetings between elementary, middle, and high schools within the district.
- ❑ Attends AVID professional learning (Summer Institute, DigitalXP, ElevateXP, or Path to Schoolwide), facilitates Site Teams, attends AVID District Leadership trainings, and keeps abreast of AVID updates.
- ❑ Uses the AVID College and Career Readiness Framework as a lens to support students and staff.

AVID Elective and AVID Excel Elective Teacher(s)

- ❑ Sets high expectations for student opportunities and monitors students' progress.
- ❑ Functions as a well-respected instructional leader and has at least 3-5 years of teaching experience.
- ❑ Promotes the use of WICOR strategies by all AVID students and in all classes.
- ❑ Assists in the training of tutors using the AVID tutorial training materials.
- ❑ Advocates for AVID Elective and AVID Excel Elective students, especially with challenges of access and equity in advanced courses.

- ❑ Assists the Site Team with certification and data collection (including senior data collection) and gathers Domain and Subdomain artifacts to verify levels of performance for the Coaching and Certification Instrument (CCI).
- ❑ Promotes the use of schoolwide WICOR strategies across the campus.
- ❑ Advocates and provides professional learning regarding AVID methodologies for other staff members of the school and district.

Content Teachers

- ❑ Are committed to student success and improved student learning.
- ❑ Serve as active members in schoolwide reform and restructuring.
- ❑ Are committed to the AVID philosophy that all students should have equal access to rigorous college preparatory courses.
- ❑ Expect high academic outcomes of students.
- ❑ Are trained in, understand, and enthusiastically implement AVID methodologies, materials, and strategies in classroom instruction.
- ❑ Collaborate with other Site Team members and take on leadership roles within the Site Team.
- ❑ Perform as advocates for AVID by encouraging other teachers in subject areas to adopt the AVID philosophy through modeling and departmental discussion.
- ❑ Support AVID through attendance at AVID functions and activities.
- ❑ Refer potential students to the AVID Site Coordinator.
- ❑ Assist with AVID's data collection and certification processes.



Counselor(s)

- ❑ Ideally, is the same person for all AVID Elective and AVID Excel Elective students during the course of their high school experience and has attended AVID Summer Institute, DigitalXP, ElevateXP, or Path to Schoolwide.
- ❑ Partners with the AVID Site Coordinator to develop a plan for articulation and recruitment.
- ❑ Promotes AVID Elective and AVID Excel Elective as an elective and counsels students and parents on overcoming obstacles and breaking stereotypes.
- ❑ Refers students to the AVID Site Coordinator to initiate the selection process.
- ❑ Facilitates registration of AVID Elective and AVID Excel Elective students into rigorous courses with appropriate teachers.
- ❑ Confers with AVID Elective and AVID Excel Elective parents and students to plan long-term college preparatory courses of study, including providing information about the application process for college and financial aid procedures.
- ❑ Communicates on a regular basis with the AVID Site Coordinator, teachers, and parents regarding progress of AVID Elective and AVID Excel Elective students.
- ❑ Establishes links with counselors at other sites and grade levels to develop articulated courses of study for students.
- ❑ Participates in AVID Elective and AVID Excel Elective activities, such as field trips, parent meetings, and Site Team meetings.

Site Administrator(s) (other than Principal)

- ❑ Supports AVID Elective and AVID Excel Elective by giving it a high priority in development.
- ❑ Schedules AVID Elective and AVID Excel Elective as a regular school elective class to facilitate student access.
- ❑ Assigns a course number to the AVID Elective and AVID Excel Elective class so that students receive appropriate credit.
- ❑ Maintains the AVID Elective and AVID Excel Elective class size so that it is comparable to any academic class size at the school.
- ❑ Provides common preparatory periods, if possible, for the AVID Site Coordinator and content-area teachers on the AVID Site Team.
- ❑ Has attended AVID Summer Institute, DigitalXP, ElevateXP, Path to Schoolwide, and/or other AVID trainings for administrators.
- ❑ Promotes the use of AVID methodologies schoolwide.
- ❑ Uses the AVID College and Career Readiness Framework as a lens to support students and staff.

Schoolwide Campus Teacher(s)

- ❑ Is committed to supporting the schoolwide efforts of the AVID Site Team.
- ❑ Revises the Individual Commitment Statement to support the goals and objectives of the AVID Site Team.
- ❑ Holds high academic expectations of all students.
- ❑ Collaborates with the AVID Site Team to establish a college-going and career-ready culture.
- ❑ Implements, models, and/or encourages AVID methodologies schoolwide.
- ❑ Advocates for equal access to rigorous curriculum.
- ❑ Has received formal training by AVID Center (Summer Institute, AVID DigitalXP, ElevateXP, or Path to Schoolwide training) or has attended a department/campus/district professional learning workshop featuring AVID strategies.

Instructional Specialist(s)/Coach(es)

- ❑ Supports teachers in aligning AVID Elective and AVID Excel Elective with other instructional initiatives or teaching and learning systems used in the school.
- ❑ Assists teachers in disaggregating student data and guides decisions on the impact to instruction.
- ❑ Visits classrooms, supporting and promoting the use of AVID strategies and WICOR schoolwide.
- ❑ Models and provides professional learning on AVID methodologies for other staff members at the school.



AVID Tutor(s)

- Is trained to model and implement the AVID WICOR-based and inquiry-based tutorial process.
- Provides academic support to students to ensure their success in rigorous coursework.
- Leads subject-specific study groups.
- Provides direct instruction under the AVID Site Coordinator's supervision.
- Acts as a role model for AVID Elective/AVID Excel Elective students.
- Visits subject-area classrooms to observe and assist AVID Elective/AVID Excel Elective students.
- Informs the AVID Site Coordinator of student progress.
- Assists in organization of, and participates in, AVID Elective/AVID Excel Elective functions and activities.
- Advocates for AVID Elective/AVID Excel Elective among college peers to build a pool of tutors.

AVID Elective/AVID Excel Elective Student(s)

- Possesses the desire and potential to succeed in rigorous courses.
- Is committed to working hard to attain goals.
- Exhibits a positive attitude toward self and others.
- Is open to new experiences in all phases of AVID.
- Desires to be an independent learner.
- Acts as a model student in the classroom, taking notes, listening, questioning, and being prepared.
- Willingly cooperates and collaborates with peers as part of a team.
- Shares work for the purpose of improving it.
- Keeps parents/guardians informed of academic progress.
- Expects and anticipates college enrollment after graduation.
- Becomes actively involved in a variety of campus activities.

Parents/Families

- Provide emotional, philosophical, and academic support to their children by:
 - Showing interest in their schoolwork.
 - Providing them with a time and a place to study.
 - Insisting that they do their homework and class assignments.
- Attend AVID Elective/AVID Excel Elective functions and activities.
- Advise and assist their children to develop responsible decision-making.

College/University Liaison(s)

- Provides motivational/informational speakers.
- Promotes a mentor program.
- Allows for an exchange program with professors of college freshman-level classes.
- Provides opportunities for AVID Elective/AVID Excel Elective students to attend speaker days at the college.
- Expedites AVID students' college application and financial aid papers.
- Includes AVID Elective/AVID Excel Elective students in Summer Bridge programs.
- Tracks AVID students throughout their freshman year and gives tutorial or social and emotional support if needed.

Community Members

- Support the goals of the program.
- Positively reinforce the importance of education.
- Share information about various career options.
- Provide summer apprenticeships and internships.

Process for Developing AVID Site Goals

Step 1: Review before determining the appropriate pathway for creating your site goals.

Review the following resources to ensure that your team has an understanding of key AVID resources that drive implementation and describe AVID’s core components: [AVID Framework](#), [AVID Elementary Coaching and Certification Instrument](#), or [AVID Secondary Coaching and Certification Instrument](#).

If you are new to AVID, use the [Plan Site Team Meeting Module: Part I Unpacking the CCI](#) to explore the AVID Framework and AVID Coaching and Certification Instruments. Review your district goals and School Improvement Plan to ensure that your team has a strong understanding of how AVID will align to your district and school goals.

Note: All resources in [blue](#) and [underlined](#) below are active links.

Step 2: Follow the appropriate pathway for each site goal.

Creating a New Goal	Refining an Existing Goal	Ensuring Sustainability for an Achieved Goal
Use existing site data related to college and career readiness to determine an area of focus for a new goal.	Use the Guiding Questions for the Study Phase of the Continuous Improvement Cycle to evaluate current progress on the existing goal.	Use the following questions to determine how to broaden and/or deepen the achieved impact and ensure sustainability: <ul style="list-style-type: none"> • What has gone well and what needs improvement? • Is this goal embedded in our School Improvement Plan? • Do we have sufficient documentation to enable others to build on the success? • Are responsibilities shared? • Are we able to efficiently collect data that will enable us to see trends? • Is communication related to this goal effective across the school community? • Are the systems in place describable and predictable by all stakeholders? • Can the systems in place be replicated by all stakeholders with little to no variability in outcomes?
Identify the Indicators in the AVID Coaching and Certification Instrument that align with the identified area of focus. Be sure to consider Indicators from all four Domains.	Use the Guiding Questions for the Act Phase of the Continuous Improvement Cycle to revise the action steps and set a timeline for a new study.	
Use the Guiding Questions for the Plan Phase of the Continuous Improvement Cycle to create a plan for implementing the goal.		
Use the AVID Site Goals Template to document the action steps, evidence to monitor progress, a timeline, and the resources for the implementation of the goal. Be sure to include individual commitments and how this goal connects with other school and district plans.	Use the Guiding Questions in the appropriate phases of the Continuous Improvement Cycle to guide a process that ensures sustainability.	

Step 3: Review after you have crafted each goal.

Highlight specific tasks in the [Site Team Months at a Glance](#) that connect to your goals. Note the CCI Indicator at the end of each task.

AVID Site Goals

[Download the AVID Site Goals Template](#)

Site Information

School Name: _____

Principal: _____

Address: _____

District: _____

County: _____

City, State, ZIP: _____

AVID Information

Elementary Sites

AVID Site Coordinator: _____

Number of AVID

Elementary Classes: _____

Grade Level(s)

Implementing: _____

Date First

Implemented: _____

Secondary Sites

AVID Site Coordinator: _____

AVID Administrator: _____

Number of AVID Elective/

AVID Excel Elective Sections: _____

Date First

Implemented: _____

Site Goals Prepared By:

Please include name/role of all Site Team members. Schools with expanded AVID involvement should extend the list to include others who support the continuous improvement of your AVID College and Career Readiness System at your site.

X _____
AVID Site Coordinator

X _____
District Director

Support Needs: At this time, our projected needs for support include:

AVID Site Goals

Complete this page for each college and career readiness goal for your site to ensure that the goal is clearly defined, validated, aligned to the AVID Coaching and Certification Instrument (CCI) and the AVID College and Career Readiness Framework, and integrated with school and district plans. Use this template to guide your team through the Plan Phase of the Continuous Improvement Cycle to set goals that are validated by existing data. Define action steps, determine the evidence that will be used to monitor progress, establish a timeline, and identify resources that will support the implementation phase. As the action steps are defined, have individuals formulate commitments to ensure that the efforts include many stakeholders and are sustainable. Integrate the goals into other school and district plans for the purpose of continuous improvement and schoolwide impact of your AVID College and Career Readiness System.

SMART GOAL	CCI DOMAINS/INDICATORS aligned with the GOAL
What is the identified goal? Is it SMART? (Specific, Measurable, Action-oriented, Realistic, Timely)	
<p>This goal is a: <input type="checkbox"/> New Goal <input type="checkbox"/> Revised or Updated Goal <input type="checkbox"/> Continuing Goal</p> <p>This goal supports: <input type="checkbox"/> Rigorous Academic Preparedness <input type="checkbox"/> Student Agency <input type="checkbox"/> Opportunity Knowledge</p> <p>This goal integrates with other plans: <input type="checkbox"/> School Improvement Plan <input type="checkbox"/> District Strategic Plan <input type="checkbox"/> Other: _____</p>	<p>Domain: INSTRUCTION</p> <p>Indicator(s):</p> <p>Domain: SYSTEMS</p> <p>Indicator(s):</p> <p>Domain: LEADERSHIP</p> <p>Indicator(s):</p>
BASELINE What data do we have to validate this goal? Using that data, what is our established baseline?	
	<p>Domain: CULTURE</p> <p>Indicator(s):</p>

ACTION STEPS <i>What action steps do we think will generate improvement?</i>	EVIDENCE <i>What evidence will we use to measure progress?</i>	TIMELINE <i>What is an appropriate timeline for the action steps?</i>	INDIVIDUAL COMMITMENTS <i>Who will be involved, and what will they do? (Name/Role/Action)</i>

RESOURCES

What resources will we use to advance this goal? (Be sure to consider the resources available through MyAVID, including, but not limited to: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

AVID Site Goals (Sample: Elementary)

Site Information

School Name: _____

Principal: _____

Address: _____

District: _____

County: _____

City, State, ZIP: _____

AVID Information

Elementary Sites

AVID Site Coordinator: _____

Number of AVID
Elementary Classes: _____

Grade Level(s)
Implementing: _____

Date First
Implemented: _____

Secondary Sites

AVID Site Coordinator: _____

AVID Administrator: _____

Number of AVID Elective/
AVID Excel Elective Sections: _____

Date First
Implemented: _____

Site Goals Prepared By:

Please include name/role of all Site Team members. Schools with expanded AVID involvement should extend the list to include others who support the continuous improvement of your AVID College and Career Readiness System at your site.

X _____
AVID Site Coordinator

X _____
District Director

Support Needs: At this time, our projected needs for support include:

AVID Site Goals (Sample: Elementary)

Complete this page for each college and career readiness goal for your site to ensure that the goal is clearly defined, validated, aligned to the AVID Coaching and Certification Instrument (CCI) and the AVID College and Career Readiness Framework, and integrated with school and district plans. Use this template to guide your team through the Plan Phase of the Continuous Improvement Cycle to set goals that are validated by existing data. Define action steps, determine the evidence that will be used to monitor progress, establish a timeline, and identify resources that will support the implementation phase. As the action steps are defined, have individuals formulate commitments to ensure that the efforts include many stakeholders and are sustainable. Integrate the goals into other school and district plans for the purpose of continuous improvement and schoolwide impact of your AVID College and Career Readiness System.

SMART GOAL <i>What is the identified goal? Is it SMART? (Specific, Measurable, Action-oriented, Realistic, Timely)</i>	CCI DOMAINS/INDICATORS aligned with the GOAL
<p><i>Our leadership team will work to increase the current schoolwide application of vertically aligned WICOR strategies and AVID methodologies in weekly lesson planning by 20% during the first semester in order to increase opportunities for student engagement and to ensure that students have access to rigorous instruction.</i></p> <p>This goal is a: <input type="checkbox"/> New Goal <input checked="" type="checkbox"/> Revised or Updated Goal <input type="checkbox"/> Continuing Goal</p> <p>This goal supports: <input checked="" type="checkbox"/> Rigorous Academic Preparedness <input type="checkbox"/> Student Agency <input type="checkbox"/> Opportunity Knowledge</p> <p>This goal integrates with other plans: <input checked="" type="checkbox"/> School Improvement Plan <input checked="" type="checkbox"/> District Strategic Plan <input type="checkbox"/> Other: _____</p>	<p>Domain: INSTRUCTION</p> <p>Indicator(s): 1 - Learning Through Writing 2 - Writing Process 3 - Focused Note-Taking 4 - Higher-Level Thinking 5 - Structures for Inquiry 10 - AVID Organizational Tools 11 - Critical Reading Process 12 - WICOR Strategies</p> <p>Domain: SYSTEMS</p> <p>Indicator(s): 4 - Grade-Level Vertical and Horizontal Articulation 11 - AVID-Trained in WICOR Methodologies</p>
<p>BASELINE <i>What data do we have to validate this goal? Using that data, what is our established baseline?</i></p> <ul style="list-style-type: none"> • Previous year's certification report data • Student assessment data and growth • Marzano teacher evaluation reports • Peer-to-peer instructional classroom observation reports and feedback • Professional learning needs survey • Staff, student, and family perception survey data 	<p>Domain: LEADERSHIP</p> <p>Indicator(s):</p> <p>Domain: CULTURE</p> <p>Indicator(s): 1 - WICOR, Scaffolding, and Rigorous Instructional Practices 2 - Collaboration Through PLCs</p>

ACTION STEPS <i>What action steps do we think will generate improvement?</i>	EVIDENCE <i>What evidence will we use to measure progress?</i>	TIMELINE <i>What is an appropriate timeline for the action steps?</i>	INDIVIDUAL COMMITMENTS <i>Who will be involved, and what will they do? (Name/Role/Action)</i>
Develop our “why” by engaging in a schoolwide book study of <i>Start with Why</i> .	<ul style="list-style-type: none"> • Book study plans • Staff meeting agendas • Perception survey data • PLC agendas/minutes 	<ul style="list-style-type: none"> • Summer – 1st Quarter 	<ul style="list-style-type: none"> • Instructional Coach and Site Team members B and D will develop book study. • Principal will provide the book, engage all staff members during staff meetings, and provide direction for PLC book study discussions.
Emphasize the importance of relationships through an intentional focus on the four stages of building relational capacity throughout all professional learning (PL) opportunities.	<ul style="list-style-type: none"> • PL plans • Staff meeting agendas • Lesson plans • Student work 	<ul style="list-style-type: none"> • August – September 	<ul style="list-style-type: none"> • Principal will establish expectations and engage all staff members in activities that build relational capacity among the staff. • Instructional Coach and Site Team members A and C utilize the AVID Professional Learning Modules to create a PL calendar.
Create developmentally appropriate vertical articulation plans to develop grade-level expectations for writing to learn through focused note-taking (FNT), inquiry, and organization of time and materials.	<ul style="list-style-type: none"> • Student assessments • Student work samples, student agendas/planners, student notes, lesson plans • MS schoolwide criteria • Perception survey data 	<ul style="list-style-type: none"> • August – November 	<ul style="list-style-type: none"> • Grade-level leads will share current grade-level expectations at September Site Team meeting and determine next steps for schoolwide alignment.
Provide PL opportunities for staff to incorporate WICOR strategies into daily lessons, focusing on designing and implementing sessions on writing to learn through FNT, inquiry, organization of time and materials, and collaboration strategies.	<ul style="list-style-type: none"> • PL session materials • Exit tickets that contain teachers’ replies to “what I learned” and “what I am ready to implement” • Year-at-a-Glance PL plan • Learning walks • Student work • Staff sign-in sheets • Lesson plans 	<ul style="list-style-type: none"> • August – December 	<ul style="list-style-type: none"> • AVID Site Coordinator and Instructional Coach will facilitate trainings. • AVID Site Team members will demonstrate AVID strategies during team meetings and planning.
Develop classroom WICOR Walk tool that is aligned with the determined priorities in order to monitor student participation, high response rates, and critical thinking around content.	<ul style="list-style-type: none"> • Learning walks • Peer observation data • Marzano teacher evaluation 	<ul style="list-style-type: none"> • September 	<ul style="list-style-type: none"> • AVID Site Coordinator will provide WICOR Walk examples. • Principal will share the <i>why</i> and intent with all staff—not evaluative. • WICOR Walk tool is aligned to teacher evaluation so that teachers see the connection. • AVID Site Team members E and F will design WICOR Walk form with feedback from Site Team.

Review student work samples that incorporate the targeted strategies during grade-level team times.	<ul style="list-style-type: none"> • Student work samples • Grade-level meeting agendas 	<ul style="list-style-type: none"> • September – December 	<ul style="list-style-type: none"> • Grade-level teams will review student work samples to share with AVID Site Team. • AVID Site Team will review grade-level work samples monthly. • Determine next steps in implementation and adjust Site Team Goals, if necessary.
Provide planning time in order to implement AVID in reading and math core instruction.	<ul style="list-style-type: none"> • Quarterly artifacts, including pictures of AVID strategies in action or embedded in lesson plans • PL, in-service, and team meeting agendas 	<ul style="list-style-type: none"> • Ongoing, with expected completion date of May 	<ul style="list-style-type: none"> • Instructional Coach and AVID Site Team leads will support planning. • Curriculum specialist will be involved, as needed.

RESOURCES

What resources will we use to advance this goal? (Be sure to consider the resources available through MyAVID, including, but not limited to: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

- Start with Why book
- AVID Elementary curriculum materials
- MyAVID Resources:
 - AVID Elementary Weekly
 - AVID Professional Learning Modules
 - Core Strategies Webpages
 - AVID Elementary Foundations
- Implementation Resource Webpage
- Regional AVID Elementary Workshops
- Regional AVID Principal Workshops
- District Director
- Articulation plan examples from AVID Elementary curriculum and other elementary buildings
- WICOR Walk examples
- Developed articulation plans and WICOR Walk data
- AVID Elementary curriculum and WICOR lesson planning tools

AVID Site Goals (Sample: Secondary)

Site Information

School Name: _____

Principal: _____

Address: _____

District: _____

County: _____

City, State, ZIP: _____

AVID Information

Elementary Sites

AVID Site Coordinator: _____

Number of AVID
Elementary Classes: _____

Grade Level(s)
Implementing: _____

Date First
Implemented: _____

Secondary Sites

AVID Site Coordinator: _____

AVID Administrator: _____

Number of AVID Elective/
AVID Excel Elective Sections: _____

Date First
Implemented: _____

Site Goals Prepared By:

Please include name/role of all Site Team members. Schools with expanded AVID involvement should extend the list to include others who support the continuous improvement of your AVID College and Career Readiness System at your site.

X _____
AVID Site Coordinator

X _____
District Director

Support Needs: At this time, our projected needs for support include:

AVID Site Goals (Sample: Secondary)

Complete this page for each college and career readiness goal for your site to ensure that the goal is clearly defined, validated, aligned to the AVID Coaching and Certification Instrument (CCI) and the AVID College and Career Readiness Framework, and integrated with school and district plans. Use this template to guide your team through the Plan Phase of the Continuous Improvement Cycle to set goals that are validated by existing data. Define action steps, determine the evidence that will be used to monitor progress, establish a timeline, and identify resources that will support the implementation phase. As the action steps are defined, have individuals formulate commitments to ensure that the efforts include many stakeholders and are sustainable. Integrate the goals into other school and district plans for the purpose of continuous improvement and schoolwide impact of your AVID College and Career Readiness System.

SMART GOAL <i>What is the identified goal? Is it SMART? (Specific, Measurable, Action-oriented, Realistic, Timely)</i>	CCI DOMAINS/INDICATORS aligned with the GOAL
<p><i>Increase the routine use of WICOR strategies in instructional planning and classroom practice.</i></p> <p><i>This goal includes increasing the use of high-leverage critical reading and focused note-taking strategies across all core academic areas and expanding the use of select strategies identified by departments as high priorities for a specific discipline.</i></p> <p>This goal is a: <input type="checkbox"/> New Goal <input checked="" type="checkbox"/> Revised or Updated Goal <input type="checkbox"/> Continuing Goal</p> <p>This goal supports: <input checked="" type="checkbox"/> Rigorous Academic Preparedness <input type="checkbox"/> Student Agency <input type="checkbox"/> Opportunity Knowledge</p> <p>This goal integrates with other plans: <input checked="" type="checkbox"/> School Improvement Plan <input checked="" type="checkbox"/> District Strategic Plan <input type="checkbox"/> Other: _____</p>	<p>Domain: INSTRUCTION</p> <p>Indicator(s): 3 – Focused Note-Taking 14 – Critical Reading Process 15 – WICOR Strategies</p> <p>Domain: SYSTEMS</p> <p>Indicator(s): 18 – Grade-Level Vertical and Horizontal Articulation 37 – AVID-Trained in WICOR Methodologies 38 – AVID Instructional Methodologies 40 – Professional Learning in AVID Strategies and Structures</p> <p>Domain: LEADERSHIP</p>
<p>BASELINE <i>What data do we have to validate this goal? Using that data, what is our established baseline?</i></p>	<p>Indicator(s):</p>
<ul style="list-style-type: none"> Data to validate this goal includes results of a survey administered to all teachers on use of instructional strategies and observation of classroom practice during instructional rounds. Baseline: All AVID Elective and AVID Excel Elective teachers use WICOR strategies daily in their planning and instruction. AVID-trained Site Team members use critical reading and focused note-taking strategies weekly. English, Social Studies, Science, and Mathematics Department representatives who attend subject-specific SI COPs have started to incorporate high-priority strategies into their instructional plan. 	<p>Domain: CULTURE</p> <p>Indicator(s): 1 – WICOR, Scaffolding, and Rigorous Instructional Practices 2 – Collaboration Through PLCs</p>

ACTION STEPS <i>What action steps do we think will generate improvement?</i>	EVIDENCE <i>What evidence will we use to measure progress?</i>	TIMELINE <i>What is an appropriate timeline for the action steps?</i>	INDIVIDUAL COMMITMENTS <i>Who will be involved, and what will they do? (Name/Role/Action)</i>
Critical reading and focused note-taking strategies will be introduced to all core academic teachers during the professional development day prior to the beginning of the school year. Site Team members will be trained in AVID critical reading and focused note-taking.	<ul style="list-style-type: none"> Workshop materials Staff exit survey 	<ul style="list-style-type: none"> August 	<ul style="list-style-type: none"> AVID Elective and AVID Excel Elective teachers will introduce critical reading and focused note-taking to all core academic teachers. Site Team members will participate in critical reading and focused note-taking training.
Professional Learning Communities (PLCs) will develop quarterly plans for implementing critical reading and focused note-taking strategies in their lesson planning and instructional practice.	<ul style="list-style-type: none"> Progress-monitoring tools defined within the PLC plan 	<ul style="list-style-type: none"> Quarterly 	<ul style="list-style-type: none"> Determined by members of the PLC, AVID Elective and AVID Excel Elective teacher will coach and share progress and recommendations for support monthly at the AVID Site Team meeting. AVID Elective and AVID Excel Elective teacher coach will be assigned to each PLC resource defined within the PLC plan.
Department colleagues will be invited to visit classes when teachers who completed AVID content-area Communities of Practice at SI begin utilizing their favorite strategy.	<ul style="list-style-type: none"> AVID-trained content-area teachers 	<ul style="list-style-type: none"> September – October 	<ul style="list-style-type: none"> English: Socratic Seminar Social Studies: Philosophical Chairs Math: Collaborative Study Groups Science: Interactive Notebooks Substitute coverage needed for teachers to visit classrooms
Student work samples that incorporate the targeted strategy will be reviewed during department meetings.	<ul style="list-style-type: none"> Department meeting minutes Annotated student work samples 	<ul style="list-style-type: none"> November – December 	<ul style="list-style-type: none"> Department representatives listed in previous action step will review student work protocol and related rubrics.

RESOURCES

What resources will we use to advance this goal? (Be sure to consider the resources available through MyAVID, including, but not limited to: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

- Focused Note-Taking Resources:
 - AVID Handbook
 - Resources from Communities of Practice
 - *AVID Writing for Disciplinary Literacy* curriculum book
- Critical Reading Resources
- ASIR – AVID Secondary Implementation Resource

Site Team Meetings Calendar Template

Standard Meeting Time: _____ Day of the Month: _____

Month	Topic(s)	Objective(s)	Site Goal(s) addressed	Activities	Evaluation
Example	Roles and tasks	Determine individual roles and responsibilities. Schedule group tasks for the year.		Review Site Team roles and responsibilities. Determine tasks for team; match tasks to team members. Establish lead person for each task, develop timeline, and plan to revisit tasks periodically.	Tasks and roles are clear. Timeline is developed.
September					
October					
November					
December					
January					
February					
March					
April					
May					
Summer					

2022–2023 Data Collection and Certification Timeline

Elementary Site Data Collection Timeline

- August 1 Elementary site data collection PDF forms are available online.
 - October 3 – February 10 Elementary Site Administrator or designee enters data online; it is recommended forms be submitted to the District Director (DD) no later than end of day on February 10.
 - May 5 DD reviews and submits online forms to AVID Center no later than end of day on May 5.
 - June AVID Center verifies and approves elementary site data collection forms.
-

Elementary Certification Timeline

- June 1 The Coaching and Certification Instrument (CCI) PDF is available online for summer planning purposes.
 - October 3 – May 19 Site completes the CCI online early in the school year and revisits periodically to help guide the continuous improvement of AVID growth prior to submission. The online entry system allows sites to submit the CCI to their District Director beginning March 27 through May 19.
 - May 19 – June 2 The District Director submits the CCI online to AVID Center no later than end of day on June 2.
 - September AVID Center verifies the CCI and approves certification status.
-

Secondary Site Data Collection Timeline

- August 1 Secondary site data collection PDF forms are available online.
 - October 3 – February 10 AVID Site Coordinator or designee enters data online; it is recommended forms be submitted to the District Director (DD) no later than end of day on February 10.
 - May 5 DD reviews and submits online forms to AVID Center no later than end of day on May 5.
 - June AVID Center verifies and approves secondary site data collection forms.
-

Secondary Certification Timeline

- June 1 The Coaching and Certification Instrument (CCI) PDF is available online for summer planning purposes.
- October 3 – May 19 Site completes the CCI online early in the school year and revisits periodically to help guide the continuous improvement of AVID growth prior to submission. The online entry system allows sites to submit the CCI to their District Director beginning March 27 through May 19.
- May 19 – June 2 The District Director submits the CCI online to AVID Center no later than end of day on June 2.
- September AVID Center verifies the CCI and approves certification status.

2022–2023 Data Collection and Certification Timeline

Senior Data Collection Timeline

- August 1 Senior data collection PDF forms are available online.
- October 3 AVID Elective teacher or AVID Site Coordinator creates MyAVID accounts for seniors and distributes senior data collection forms.
- October 3 – June 2 Seniors enter data online and submit to their AVID Elective teacher. Online forms may not be submitted to AVID Center prior to January 16.
- June 2 is the deadline for seniors to submit online forms to their AVID Elective teacher for review.
- June 2 – June 16 AVID Elective teacher or AVID Site Coordinator reviews and submits online forms to AVID Center for approval no later than end of day on June 16.
- July AVID Center verifies and approves senior data collection forms.

2022

January						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2023

January						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

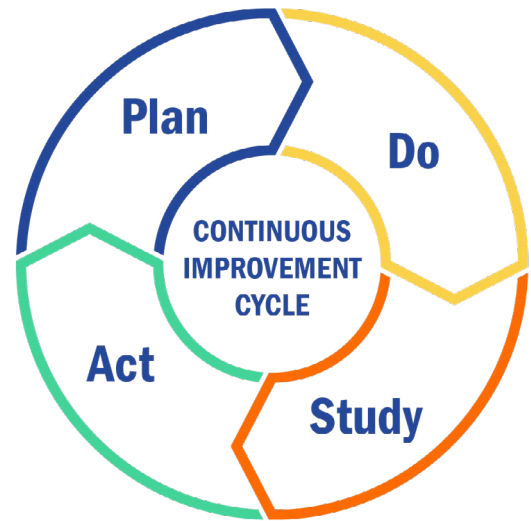
October						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

The Continuous Improvement Cycle

All Phases With Guiding Questions



Plan

This phase involves setting a goal and creating action steps. Additional components include evidence used to measure progress toward the goal as well as a timeline and resources. Making connections to goals within other school plans strengthens potential for growth and sustainability.

Guiding Questions:

1. What is the identified goal?
2. What data do we have to validate this goal and establish a baseline?
3. What action steps do we think will generate improvement?
4. What evidence will we use to measure progress?
5. What are the best resources?
6. What is an appropriate timeline for the action steps?
7. How is this goal connected to other school/district plans?
8. Who will commit to intentional efforts related to this goal?
9. Can we predict what will happen?

Act

This phase involves making a decision to either revise the action steps and set a timeline for a new study or initiate a new plan.

Guiding Questions:

1. Should we revise the action steps of our current plan?
2. If so, how shall we determine when to return to the Study phase?
3. Should we plan a new approach?
4. If so, should we modify our process? Do we need to include others?

Do

This phase involves implementing the action steps and administering benchmarks to measure progress.

Guiding Questions:

1. What strategies will we use?
2. How can we document the implementation of the action steps, including unanticipated challenges?
3. When and how will benchmarks be administered?
4. How will we collect and organize the information that we will use to determine whether the strategies are effective?

Study

This phase involves analyzing the data collected to assess the effectiveness of the plan.

Guiding Questions:

1. What does the data that we have collected say about the success of our plan?
2. How does the analysis compare to our predictions?
3. How can we summarize what we have learned?

Links for the Coaching and Certification Instrument and Months at a Glance

Elementary Links

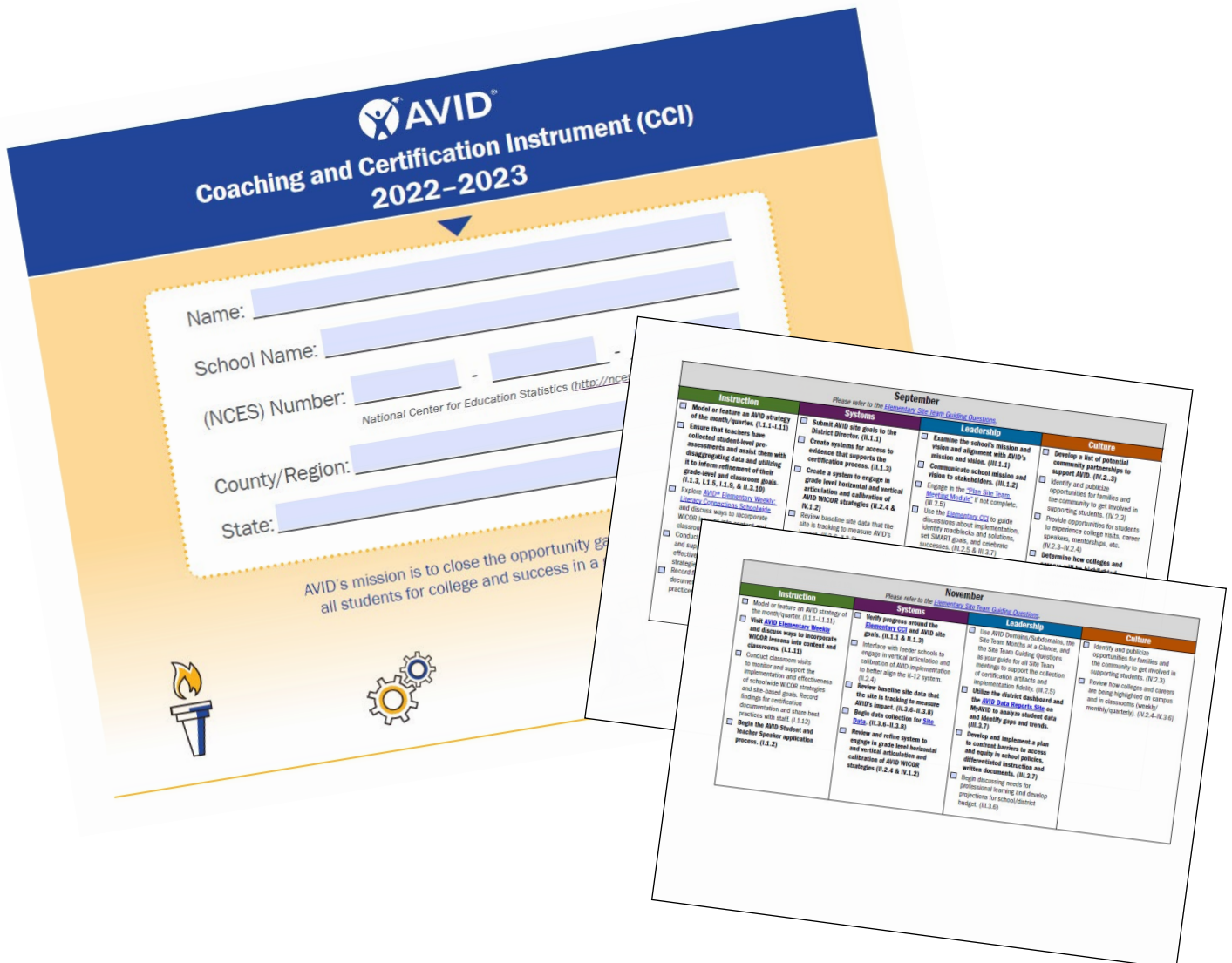
[AVID Elementary Coaching and Certification Instrument](#)

[AVID Elementary Site Team Months at a Glance](#)

Secondary Links

[AVID Secondary Coaching and Certification Instrument](#)

[AVID Secondary Site Team Months at a Glance](#)



Elementary Site Team Guiding Questions by Domain

Directions: Use the critical questions, specific to each Schoolwide Domain/Subdomain, to support your Site Team goals, guide your AVID Site Team meetings, and uphold schoolwide continuous improvement planning.

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)**

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)**

Secondary Site Team Guiding Questions by Domain

Directions: Use the critical questions, specific to each Schoolwide Domain/Subdomain, to support your Site Team goals, guide your AVID Site Team meetings, and uphold schoolwide continuous improvement planning.

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)**

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)**

High School Indicators

- Is there a support plan that assists all high school students in maintaining and exceeding a “C” or better in the core academic courses? **(II.3.26)**
- What systems are in place to ensure that students are enrolling in or are allowed to enroll in the most rigorous courses appropriate to them, enabling them to access college prep courses in high school? **(II.3.27)**
- What systems are in place to ensure all 11th and 12th grade students have access to, have enrolled in, and have completed at least one course of rigor (e.g., AP[®], IB[®], or dual enrollment), along with the exam? How are you tracking this data schoolwide? **(II.3.28, II.3.29, & II.3.30)**
- 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.3.31)**
- What system is in place regarding senior application and acceptance status to college for AVID students? For all students? **(II.3.32 & II.3.33)**

Data Collection and Analysis (All Schools)

- 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?

4. 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)**

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)**

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

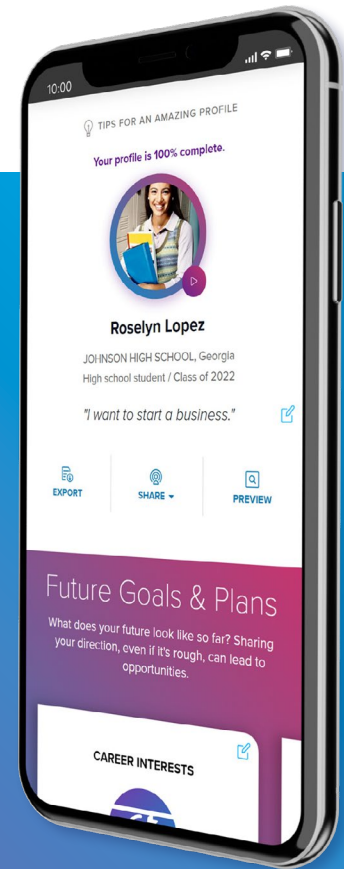
- What evidence is on display to promote college and career readiness more intentionally throughout your hallways and public spaces? **(IV.3.6)**
- How are teachers integrating college talk into lessons? **(IV.3.7)**
- What information on student and teacher perception surveys indicates the expectation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

A LIFE TOOL YOUR STUDENTS WILL LOVE.

Tallo is a free online platform and app that lets students age 13+ showcase themselves, figure out their next steps, and get discovered by colleges and companies everywhere.

Why should AVID students join Tallo?

- Everyone has a skill, interest, or ability that someone else is looking for. Tallo makes the connection.
- Students can organize what they're most proud of with a dynamic digital portfolio, connect with colleges and companies, and match with over \$20 billion in scholarships.
- Tallo's vision is for everyone to love their career, because they followed a path where their passions and opportunities aligned.
- Tallo's Jobs Search allows users to match with 3.5M daily active internships, apprenticeships, and jobs from more than 200,000 hiring companies.



Students go to TALLO.COM/AVID

THE TALLO COMMUNITY:

1.6M+
student users

11M+
impressions

\$20B+
in scholarships

2,000+
hiring companies

4,500+
colleges
represented

30,000
high schools
represented

3.5M Daily active internships,
apprenticeships, and jobs

SOME OF OUR PARTNERS:



Learn more at

TALLO.COM/FOR-SCHOOLS

AVID + Tallo = Opportunity Knowledge!



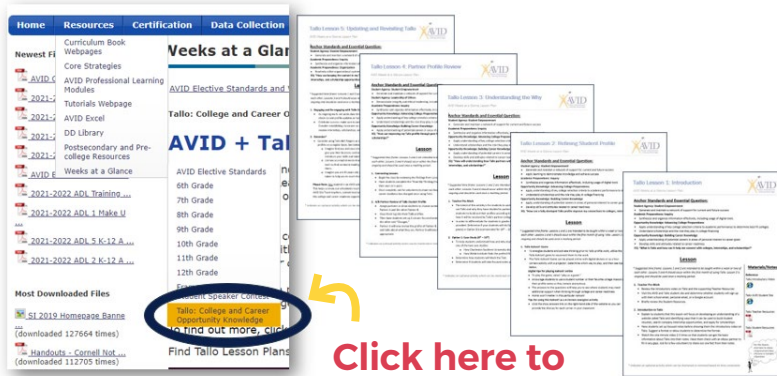
AVID is excited to continue our partnership with Tallo, a networking platform for college and career readiness! Tallo is a secure online network connecting students to colleges, scholarship opportunities, and businesses offering internships, jobs, and apprenticeships.

Tallo Lesson Plans Are Available on MyAVID

These resources are designed to support students in exploring information regarding both college and careers.

15,000+ AVID Students Are Connected Through Tallo

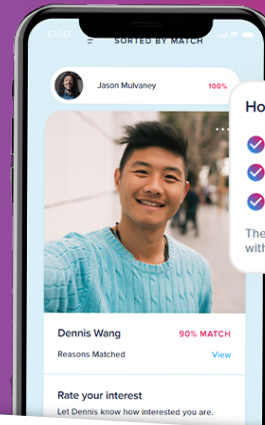
tallo.com/avid



Click here to access resources!

UPCOMING FAIRS | Ping by Tallo Virtual College Fairs

For High School Juniors & Seniors



How you match

- Geographic Preference
- Campus Culture
- Major Interests

These categories show your preferences with your matches

Join a virtual fair for a chance at a **\$1,000 SCHOLARSHIP**

ABOUT PING BY TALLO

Ping by Tallo is a unique virtual event platform that enables you to connect with the right colleges through a quick-fire mutual matching experience.

When you sign up, you will answer a few questions about the types of colleges and universities you hope to discover. The schools will answer the same questions. You will be matched with the colleges that best fit you!

BONUS: You'll be entered for a chance at a \$1,000 scholarship just for attending!

HOW TO JOIN A FAIR

1. Go to mypingapp.com/events
2. Choose the fair you wish to attend and select **Student Registration**
3. Create your Ping account
4. **Answer the questions** and see who you match up with best!





Partner with AVID to create a thriving learning culture in your school or district.

AVID's best-in-class professional learning is designed to meet the diverse needs of educators, incorporating multiple learning styles and schedules.

Whether you are a preK-12 educator, site leader, counselor, or instructional coach, there is a Community of Practice for you and your team with solutions for any classroom context: in-person, blended, and virtual.

Summer Experiences



Face-to-face instruction in select cities nationwide

An immersive three-day professional learning experience with your AVID Site Team



Virtual experience

Three days of best-in-class summer learning with school-year support

Year-Round Experiences



Face-to-face instruction

Two full days of learning held either in your district or your region



Virtual experience

Four 3-hour modules offered year-round with flexible scheduling

AVID Professional Learning Experiences Include:

CEU Credit Options

Access to AVID Community

Experienced Facilitators

High-Energy Engagement

Discover what's possible with AVID Professional Learning!

Visit avidpl.org or contact your AVID Program Manager.

Section 3

Year-Round Resources

AVID Glossary	60
AVID Center Intellectual Property Guidelines	64
AVID Center Event Code of Conduct.....	65
AVID Focused Note-Taking Resources	66
AVID Critical Reading Resource	69
AVID Digital Learning: The 4 A's Resources	70
AVID Digital Teaching and Learning: A Blended Approach to WICOR.....	73
Graphic Organizer: Compare/Contrast	80
AVID Professional Learning Reflection Log	82
Earn Graduate-Level University Credit.....	83

AVID Glossary

AVID®: Advancement Via Individual Determination (from Latin *avidus*, eager for knowledge).

AVID Alumni Advocacy Group: Career-launched AVID alumni who provide a network of support for all AVID students, connecting them in ways that enhance their academic and professional success in a global society.

AVID Alumni Chapters: College-based AVID alumni groups.

AVID Center: A nonprofit organization that supports districts nationally and internationally through the National Headquarters in San Diego and offers regional support through the AVID Center Dallas office (Regions: Eastern Region, Central Region, Western Region).

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

AVID College- and Career-Ready Student: A student who possesses the rigorous academic preparation, opportunity knowledge, and student agency skills to access and succeed in college and careers.

AVID Site Coordinator: A strong advocate who is committed to the philosophy of AVID, including the support for equity and access for all students to advanced classes. The AVID Site Coordinator leads in building an active, participatory AVID Site Team, engaging the members in the collection of evidence and providing data for certification purposes. The AVID Site Coordinator also advocates and provides professional learning regarding AVID methodologies for other staff members of the school and district.

AVID District Director: Oversees, supports, assists, and coaches AVID Elementary and Secondary sites and facilitates AVID feeder pattern articulation and calibrations across the entire school system.

AVID Elective: Year-long elective class for middle and high school students, available within the regular academic school day at secondary sites, that adheres to the four Schoolwide Domains concerning implementation integrity and fidelity to AVID. (Note: AVID Excel students attend the AVID Excel Elective.)

AVID Excel®: A middle school program for long-term English language learners that includes professional learning, AVID Excel coursework, family connections, and promotion of biliteracy. This program is intended to accelerate academic language acquisition and increase students' access to the 9th grade AVID Elective and college-preparatory courses.

AVID National Conference: An annual forum featuring keynote speakers and concurrent sessions where educational leaders, including superintendents, school board members, district and site administrators, and other educators, gather to discuss and share best practices on opening access to rigorous curriculum for all students. In 2020, in response to the COVID-19 national crisis, AVID hosted AVIDCon, an entirely virtual conference event.

AVID Framework Terms

The AVID College and Career Readiness Framework: The AVID College and Career Readiness Framework helps educators reframe how they view students' potential and reframe how they create a learning ecosystem with existing talent, resources, and systems.

What Students Need: AVID students receive intentional support and mentoring in three major areas that help them become confident individuals who can successfully navigate life and career:

Rigorous Academic Preparedness: Students develop academic skills and can successfully complete rigorous college and career preparatory curriculum and experiences.

Opportunity Knowledge: Students research opportunities, set goals, make choices that support their long-term aspirations, and successfully navigate transitions to the next level.

Student Agency: Students believe in themselves and act intentionally to build relationships, persist through obstacles, and activate their academic, social, emotional, and professional knowledge and skills to reach their potential.

AVID Glossary

What Educators Do: Teachers and other adults on a school campus play an important role in student success. To bring about this transformation, educators must:

Insist on Rigor: Educators provide learning experiences in which every student is challenged, is engaged, and develops a greater ownership of their learning through increasingly complex levels of understanding.

Break Down Barriers: Educators actively identify and work to eliminate structural and perceptual barriers that limit students' access to relevant and challenging learning opportunities.

Align the Work: Educators increasingly align policies, practices, and beliefs to the shared vision of all students succeeding in college, career, and life.

Advocate for Students: Educators extend social, emotional, and academic support to students and challenge policies, practices, or beliefs that limit potential.

Collective Student Agency: Groups of students share in the belief that college and career readiness is attainable and act intentionally in support of each other to build and maintain relationships, persist through obstacles, and further develop their academic, social, emotional, and professional knowledge and skills.

Collective Educator Agency: Educators on a campus take intentional actions based on shared beliefs and trust that, together, they can increase opportunity and measurable success for all students and each other.

AVID Methodologies and Foundational Strategies

AVID strategies and frameworks are most effective in the endeavor to teach students skills in writing, inquiry, collaboration, organization, and reading (WICOR). The methodology is not intended to change the curriculum, but rather to allow all students to have access to rigorous college-preparatory curriculum.

WICOR®: Key methodologies used in an AVID Elementary and AVID Elective/AVID Excel Elective face-to-face, blended, or virtual classroom and AVID Schoolwide site. The following five skills are used in concert to design and deliver lessons in which students use:

- **Writing** to serve as a record of one's thinking or as a learning, public, and personal communication tool. Students who write consider their audience and purpose, engage in various writing processes to address specific situations, support their thinking, and demonstrate understanding.
- **Inquiry** to uncover one's own understanding; ask critical questions; and engage in thinking, learning, and discussion.
- **Collaboration** to engage in teamwork with shared responsibility; the sharing of ideas, information, and opinions; and formal and informal discussion. Students work together toward a common goal, develop positive interdependence, work in focused study groups, and support the learning of others through inquiry.
- **Organization** to manage materials and practice methodical study habits; plan and prioritize school, work, and social tasks; engage in mental preparation and goal-setting; and strategically and intentionally take responsibility for one's own learning.
- **Reading** to strategically gain meaning, understanding, and knowledge from print and other media. Reading is purpose-driven and interactive. Students who read understand text structures; apply prior knowledge; make connections to other texts, self, and the world; make predictions and ask questions; and create visual images as they read.

The 4 A's®: Adopt, Adapt, Accelerate, Advocate® (also known as AVID Digital Learning: The 4 A's {Adopt, Adapt, Accelerate, Advocate®; the 4 A's®}). The 4 A's act as a lens through which educators consider the roles of teacher, student, and technology in the classroom environment to achieve learning outcomes. AVID's 4 A's framework is a holistic view of technology in classrooms and can be integrated with any other educational technology framework, providing educators an understanding of the role of technology within specific educational contexts.

AVID Glossary

AVID Certification and Schoolwide Terms

Certification Process: AVID maintains high-quality outcomes in part due to its Certification protocol, which guides Site Teams to implement AVID with fidelity and requires the submission of Site and Senior (if applicable) Data forms and the Coaching and Certification Instrument (CCI) on an annual basis to AVID Center.

AVID Schoolwide: A strong AVID system that transforms the Instruction, Systems, Leadership, and Culture of a school, ensuring college and career readiness for all AVID Elective and AVID Excel Elective students and improved academic performance for all students based on increased opportunities.

Four Domains of AVID Schoolwide

1. **AVID Schoolwide Instruction:** When the entire instructional staff utilizes AVID strategies, other best instructional practices, and 21st century tools to ensure college and career readiness for AVID Elective and AVID Excel Elective students and improved academic performance for all students.
2. **AVID Schoolwide Systems:** 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 and career readiness for AVID Elective and AVID Excel Elective students and improved academic performance for all students.
3. **AVID Schoolwide Leadership:** Sets the vision and the tone that promote college and career readiness and high expectations for all students in the school.
4. **AVID Schoolwide Culture:** When the AVID philosophy progressively shifts beliefs and behaviors resulting in an increase of students meeting college and career readiness requirements.

AVID Professional Learning Terms

AVID DigitalXP™ (also known as AVID Digital Experience): A virtual professional learning that provides practical, platform-agnostic instructional practices and classroom activities to create a high-touch, high-tech, flexible, and entirely engaging experience.

AVID ElevateXP® (also known as AVID Elevate Experience): A differentiated, digital professional learning experience designed to empower all elementary through postsecondary educators to create an engaging community of learners by preparing them to scaffold student success with rigorous content in a blended learning environment. AVID ElevateXP offers timely professional learning experiences to help educators gain new teaching strategies, tools, resources, and support that amplify best practices.

AVID Open Access™: In partnership with tech and STEM leaders, AVID has developed AVID Open Access, a new open educational resource, free to all educators, that includes grab-and-go resources on virtual teaching, STEM, and more timely topics.

AVID Path to Schoolwide®: Rigorous, sequential curriculum that promotes schoolwide achievement for all students at AVID Elementary and Secondary sites.

AVID Site Team: A voluntary team of administrators, counselors, teachers, and others who work together to close the opportunity gap and provide college readiness for all students by implementing AVID across their school site.

Site Team Meetings: Meetings held by an AVID Site Team to focus on specific AVID site goals and objectives.

AVID Summer Institute: An annual intensive professional learning and development opportunity for sites and districts to begin, refine, and expand infrastructures of change for all students by transforming the culture of classrooms, sites, feeder patterns, and districts.

AVID Glossary

Blended Learning: High-quality, efficient instruction comprising a combination of face-to-face and online learning.

eLearning: The use of online delivery methods to provide training and support to learners.

Interaction: Online activity—such as AVID’s eLearning, discussion forums, meetings and webinars—that engages the learner through challenge and discovery.

LMS: Learning Management System; the platform that houses AVID eLearning courses and resources.

PST: Performance Support Tool; a document or software tool embedded within an interaction that supports the learning objectives of the interaction.

Community of Practice: A group of educators with similar roles, grouped by regional proximity, who participate in AVID professional learning together. Each Community of Practice starts as a group at AVID professional learning with AVID facilitators and continues as a community during the school year. The School-Year Community of Practice is a continuation of the professional learning, and the level of participation is determined by the individual participants.

Staff Developers: AVID-trained instructors who provide assistance and professional growth to educators in implementation of the AVID College and Career Readiness Framework, including training and mentoring in the use of materials, WICOR strategies, and best practices to improve student achievement.

Student Speakers: AVID students from across the nation who share their true-life stories of how AVID and its teachers have impacted and changed them.

Teacher Speakers: AVID educators from across the nation who share their true-life stories of how AVID has impacted their students and their teaching practices.

AVID Center Intellectual Property Guidelines



DOs and DON'Ts for Using AVID's Copyrighted and Trademarked Materials

AVID Center, a nonprofit California corporation, owns the trademark AVID® in connection with AVID Center's complete scope of goods and services. AVID Center also owns copyrights in connection with its publications, training materials, training methodologies, website, online resources, curriculum, manuals, handouts, software, etc. This means that AVID Center has both the authority and responsibility to maintain the quality and use of its copyrights and trademarks to ensure that its intellectual property rights are being used properly with the express authorization of AVID Center.

This brief set of guidelines is intended to provide clarification on the "DOs" and "DON'Ts" of using intellectual property for which AVID Center holds the trademarks and copyrights. If you have any questions or need further clarification, please do not hesitate to contact the AVID Care team at AVIDCare@avid.org.

DOs

- ✓ Always use the registered trademark symbol (®) with the AVID Trademarks. The AVID Trademarks include, without limitation, AVID®, AVID PRESS®, AVID EXCEL®, AVID WEEKLY®, WICOR®, THE COLLEGE PATH®, THE STUDENT SUCCESS PATH®, AVID ROSTER®, ADOPT, ADAPT, ACCELERATE, ADVOCATE®, TUTOROLOGY®, THE 4 A'S®, THE WRITE PATH®, AVID PATH TO SCHOOLWIDE®, AVID IS COLLEGE READINESS®, AVID STEM CONNECTIONS®, and AVID ELEVATEXP® (collectively the "AVID Trademarks"). In addition, the AVID College and Career Readiness Framework graphic is a registered copyright of AVID Center.
- ✓ Promptly report any improper uses or any possible infringement of the AVID Trademarks to the AVID Care team at AVIDCare@avid.org. This means if a third party is using a similar trademark in sound, appearance, meaning, or overall commercial impression to the AVID Trademarks that may confuse consumers as to source, affiliation, or association of the third-party trademark with AVID Center. This could also mean if a third party is using the AVID Trademarks in their marketing or advertising materials without the express authorization of AVID Center.
- ✓ Promptly report any improper uses or any possible infringement of the AVID Center copyrights to the AVID Care team at AVIDCare@avid.org. This means if a third party is reproducing AVID Center's publications, training materials, online resources, curriculum, manuals, handouts, etc., without the express authorization of AVID Center.
- ✓ Use the AVID Trademarks as adjectives, accompanied by nouns that properly and accurately identify the AVID Center product, material, service, or program being referred to. For example, the following could be used: "The AVID® program is great." "Make sure to attend the AVID® Summer Institute this year."

DON'Ts

- ✗ School districts, schools, and school personnel cannot upload, publish, or otherwise reproduce anything subject to an AVID Center copyright, including, without limitation, curriculum, training materials, training methodologies, publications, manuals, handouts, software, etc., without the express authorization of AVID Center.
- ✗ AVID Trademarks may not be used to co-market or co-promote the AVID curricula or program with other third-party products or services.
- ✗ AVID Trademarks may not be used for any purpose without the express authorization of AVID Center other than to solely promote and implement AVID within a school or district. Notwithstanding the foregoing, AVID Trademarks may be used on banners, apparel, marketing materials, and newsletters, provided that the AVID Logo Request Form is properly filled out and submitted, and AVID Center has approved its express authorization.
- ✗ School districts, individual schools, Staff Developers, and facilitators cannot charge fees or other monies for providing training or instructional services using the AVID Trademarks and copyrights, except they may charge for incidental products and services, such as food, refreshments, use of facilities, and/or consultants.
- ✗ Do not use the AVID Trademarks generically and as nouns. For example, the following should not be used: "AVID is a great program." "Make sure to attend AVID this year."

This [AVID Logo Request Form link](#) can be found on the MyAVID homepage, in the section titled *Community*. It is also located in the *Community* dropdown menu at the top of the MyAVID homepage.

AVID Center Event Code of Conduct

AVID Center is committed to providing an environment that is truly open for all. We are committed to having a friendly, safe, and welcoming environment for all attendees, AVID and venue staff, sponsors, media, volunteers, organizers, speakers, and other guests, regardless of, but not limited to, their actual or perceived race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition, genetic information, marital status (including registered domestic partnership status), sex (including pregnancy, childbirth, lactation and related medical conditions), gender (including gender identity and expression), age (40 or over), sexual orientation, Civil Air Patrol status, military and veteran status, immigration status, or any other consideration protected by federal, state, or local law.

Expected behavior includes, but is not limited to:

- Be considerate, respectful, and collaborative.
- Refrain from demeaning, discriminatory, or harassing behavior, materials, and speech.
- Be mindful of your surroundings and of your fellow participants.
- Alert conference organizers if you notice a dangerous situation or someone in distress.

Unacceptable behavior and materials include, but are not limited to:

- Intimidating, bullying, harassing, or using abusive, discriminatory, derogatory, or demeaning materials or conduct displayed by any attendees of the event and related event activities. Many event venues are shared with members of the public; please be respectful to all patrons of these locations.
- Possession of any item that can be used as a weapon, which may cause danger to others if used in a certain manner.
- Possessing any open can, bottle, or other receptacle containing an alcoholic beverage during convention schedule hours. Please drink responsibly.
- Possessing any illegal substance, including, but not limited to, narcotics, marijuana, or other illegal drugs. AVID Center does not tolerate the use or abuse of illegal substances anywhere in the convention venues.
- Smoking—other than in designated areas.
- Assembling for the purpose of, or resulting in, disturbing the peace, or committing any unlawful act or engaging in any offensive behavior.
- Failure to obey any rules or regulations of the venue.
- Any boisterous, lewd, or offensive behavior or language, including, but not limited to, using sexually explicit or offensive language, materials, or conduct, or any language, behavior, or content that contains profanity, obscene gestures, or racial, religious, or ethnic slurs.
- Bringing children and/or unregistered guests into professional learning rooms.

Harassment includes:

Offensive comments (verbal, written, or otherwise) related to gender (including gender identity and expression), sexual orientation, race, religion, disability, national origin, ancestry, medical condition, genetic information, marital status (including registered domestic partnership status), sex (including pregnancy, childbirth, lactation, and related medical conditions), age (40 or over), Civil Air Patrol status, military and veteran status, immigration status, or any other consideration protected by federal, state, or local law; inappropriate use of nudity and/or sexual images in public spaces; deliberate intimidation, stalking, or following; harassing materials, photography, or recording; sustained disruption of talks or other events (whether verbal or otherwise); inappropriate physical contact; and unwelcome sexual attention.

Consequences of unacceptable behavior:

- Unacceptable behavior will not be tolerated whether by staff, attendees, media, speakers, volunteers, organizers, venue staff, or sponsors.
- Anyone asked to stop unacceptable behavior is expected to comply immediately.
- If a participant engages in unacceptable behavior, the conference organizers may take any action they deem appropriate, up to and including expulsion from the conference without warning or refund.

What to do if you witness or are subjected to unacceptable behavior:

If you are subjected to unacceptable behavior, notice that someone else is being subjected to unacceptable behavior, or have any other concerns, please notify a conference organizer as soon as possible. All reports will remain confidential to the greatest possible extent. Event staff will be available to help participants contact venue security or local law enforcement, or to otherwise assist those experiencing unacceptable behavior to feel safe for the duration of the conference. You can report unacceptable behavior to any member of staff. Staff can be found in the Show Office on-site or you may email or call the contacts below.

We expect all conference participants (staff, sponsors, media, volunteers, speakers, organizers, venue staff, attendees, and other guests) to abide by this code of conduct at all conference venues and conference-related social events.

Note: the above policies may be revised at any time by AVID Center and are non-negotiable.

AVID Focused Note-Taking Resources

The Five Phases of the Focused Note-Taking Process

AVID’s focused note-taking process has five phases. It is important to note that while *applying learning* is the last phase of the process, it is essential that it inform the first phase, as the note-taking format should be shaped by the note-taking purpose. When teaching the focused note-taking process, educators need to determine how students will use their notes and set up the format appropriately. It is crucial for educators to model and invite students to engage in this thought process so that note-taking becomes a powerful and portable learning tool students can carry with them throughout their educational experience.

<p>Taking Notes</p> 	<p>Create the notes. Select a note-taking format, set up the note page, record the Essential Question, and take notes based on an information source (lecture, book, website, article, video, etc.), selecting, paraphrasing, and arranging information in a way that meets your note-taking objective.</p>
<p>Processing Notes</p> 	<p>Think about the notes. Revise notes—by underlining, highlighting, circling, chunking, questioning, adding, deleting—to identify, select, sort, organize, and classify main ideas and details. Evaluate the relative importance of information and ideas in the notes.</p>
<p>Connecting Thinking</p> 	<p>Think beyond the notes. Analyze the notes using inquiry to make connections and deepen content knowledge by asking questions and adding your own thinking to create greater understanding, identify gaps or points of confusion, and connect your new learning to what you already know.</p>
<p>Summarizing and Reflecting on Learning</p> 	<p>Think about the notes as a whole. Pull together the most important aspects of your notes and your thinking about them to craft a summary that captures the meaning and importance of the content and reflects on how the learning helps you meet the note-taking objective.</p>
<p>Applying Learning</p> 	<p>Use the notes. Save and revisit your notes as a resource or learning tool to help you apply or demonstrate what you have learned.</p>

See the *AVID Writing for Disciplinary Literacy* webpage on MyAVID for examples of note-taking format templates.

Selecting the Appropriate Format for Note-Taking

The chart below examines the key features of several popular note-taking formats. Educators and note-takers should consider the purpose for note-taking to determine which format will be most conducive to their objective.

Type of Notes	Description	Uses and Caveats
Cornell Notes	Includes a space at the top to write the Essential Question, a large column on the right for the notes themselves, a slimmer column to the left of the notes space for questions, and a place for a summary at the end.	The format facilitates the phases of the focused note-taking process by designating space for note-taking, connecting, and summarizing. The notes column may be lined or unlined and can be used with many note-taking styles.
Two- and Three-Column Notes	A structured form of note-taking in which content is organized into two or three columns based on note-taking objectives and the purpose of the lesson.	This style of notes is useful when information is highly structured or the note-taker's response to the information follows a repetitive pattern. It can also be useful if the instructor wants to build in space for student input or processing in multiple modes. The headings or purposes for the columns can be adapted to many situations and note-taking styles, both linguistic and visual, and are usually determined by the instructor.
Sketchnotes/ Mind Maps/ One-Pagers	Graphic forms of notes in which information is represented with a combination of pictures, shapes, symbols, and text.	The visual nature of these styles of notes engages learners who thrive on creativity, allows note-takers to make connections among ideas, and appeals to students who like to doodle and draw.
Graphic Organizers	Diagrams, webs, flowcharts, concept maps, and other visual organizers that use shapes, arrows, and lines to show connections between ideas. The instructor or note-taker will predetermine the best organizational format to use to meet the note-taking objective.	Graphic organizers help learners see patterns, connect ideas, and produce nonlinguistic representations of learning in their minds (Marzano et al., 2008). Graphic organizers may be used as the sole note-taking structure for an entire lesson or interspersed into traditional notes as needed to clarify a relationship.




For more information on Interactive Notebooks, visit the Core Strategies: Interactive Notebooks page on MyAVID.

Type of Notes	Description	Uses and Caveats
Charts and Tables	A multi-column grid formation with headings at the top. Students fill out the chart or table during the lecture, video, or reading, extracting only the specified information.	When a lecture or text follows a repetitive structure or when students are expected only to extract certain elements from a source for research or other purposes, charts and tables effectively focus students' note-taking. These can be frustrating for students if the content deviates from the pattern.
Interactive Notebooks	A living archive of student learning, set up on facing pages in a notebook. Typically, right-side pages are used for teacher input (notes, texts, handouts, etc.) while the left-side pages are designated for student processing and reflection on the content on the facing page.	Notes are one component that appears frequently in Interactive Notebooks. The format itself encourages reflection and student input on the notes. Interactive Notebooks are usually teacher-assigned for a particular course, so this format would be less useful for research.
Combination Notes (Marzano et al., 2008)	A flexible style of note-taking that includes an informal outline (a linear style in which indentation indicates the relative importance of ideas) and web formats for note-taking. Note-takers divide the page into two columns. The left is for traditional, linear notes; the right is for notes taken using webbing or some other visual means. The note-taker leaves room at the bottom of the notes for a summary.	Not unlike Cornell notes, this style requires students to revisit and reconsider the information in multiple forms and to think about the content of the notes several times. This style of note-taking takes more time than other approaches because students interact with the information more than once, but the repetition incorporates much of the thinking expected in the focused note-taking process.

AVID Critical Reading Resource

The Three Phases of the Critical Reading Process

AVID’s critical reading process has three phases, with some phases containing multiple components. It is important to note that vocabulary building happens throughout the entire critical reading process and does not have to be tied to any one particular phase, even though it is included in the “engage” phase within *AVID Reading for Disciplinary Literacy*. When teaching the critical reading process, educators should use the reading purpose to guide the process and help in the selection of strategies at each phase. It is also crucial that educators model strategies for students throughout the entire critical reading process and follow the gradual release of responsibility model until students can confidently use the critical reading process independently.

<p>Activate</p> 	<p>Planning for Reading. Establish a purpose for reading. Then, intentionally identify strategies that are needed to successfully read the text. Both content and skill development play a role in planning, as does identifying how a “content expert” would read the text.</p> <p>Selecting the Text. Select the texts, or portions of texts, that will be read. Educators will select texts initially, with the goal being that students will eventually play a role in the selection process. To maximize the effectiveness of texts, use the suggested text-selection criteria to identify the ideal text.</p> <p>Pre-Reading. Determine what work needs to be done prior to the successful reading of a text. Preview the text and connect to or build background knowledge by looking both inside and outside the text.</p>
<p>Engage</p> 	<p>Building Vocabulary. Understand and connect key academic and content-related vocabulary to aid in deeper comprehension of the text. While this is included within the “engage” portion of the critical reading process, vocabulary building can happen at any point.</p> <p>Interacting With the Text. Interact with the text to process information as it is read. This is done by numbering paragraphs or chunking texts, marking texts to isolate key information, writing in the margins, questioning, and visualizing texts. Usually, a deeper processing of a text occurs over multiple reads with varying purposes for each read.</p>
<p>Extend</p> 	<p>Extending Beyond the Text. Utilize the text to complete the assigned academic task. “Extend” strategies focus on the development of academic thinking skills such as apply, analyze, evaluate, and synthesize.</p>

AVID Digital Learning: The 4 A's®

What are the 4 A's?

The 4 A's are Adopt, Adapt, Accelerate, Advocate®. The 4 A's acts as a lens through which educators consider the roles of teacher, student, and technology in the classroom environment to achieve learning outcomes. The 4 A's is a holistic view of technology in classrooms and can be integrated with any other educational technology, providing educators an understanding of the role of technology within specific educational contexts.

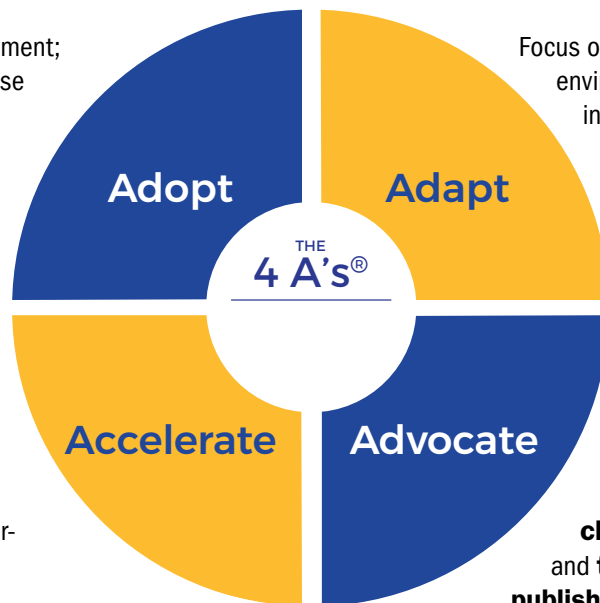
Background

A variety of learning platforms, including TPACK, SAMR, and TIM, are commonly used in educational technology to help educators integrate technology effectively into their classrooms. While each of these has a specific focus, AVID developed the 4 A's to reframe the conversation on using technology mindfully to enhance learning outcomes. The 4 A's serves as a model to address the relationship between pedagogy, technology, and AVID's instructional practices.

Defining the 4 A's

Heavily scaffolded learning environment; **instructor models** technology use and **selects tools, materials,** and **methods** for students; **students use** these to **investigate, create,** and **publish.**

Environment of increased engagement and student ownership of learning through authentic tasks; **instructor establishes the problem or question; students develop** solutions **from a menu** of teacher-selected strategies and tools.

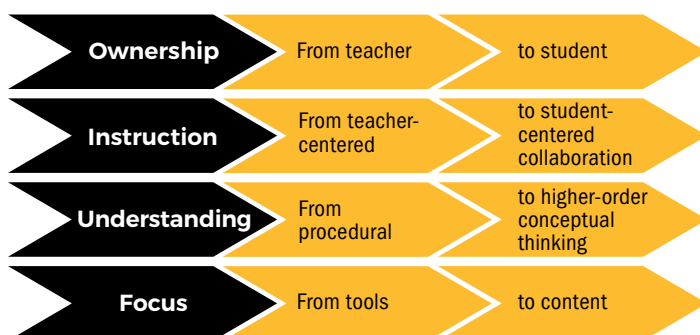


Focus on creating a collaborative learning environment; **instructor determines** instructional **focus** and **provides** the strategies and tools; **students use** these to **investigate, create,** and **publish.**

Transformative learning environment that could not be achieved without the use of technology; **instructor empowers** learning; **students select** the **problem** or question and **choose** the appropriate **strategies** and **tools** to **create, modify,** and **publish** to an **authentic audience.**

Why the 4 A's?

Simply integrating technology will not guarantee the desired classroom learning goals. When teachers embrace a growth mindset for integrating technology in their classrooms to meet their students' needs, teaching and learning can be transformed. The 4 A's promotes the following shifts:



Key Takeaways

- The 4 A's is a tool for helping educators develop a mindset where the roles of teacher, students, technology in the environment, and AVID strategies are considered and incorporated into learning activities.
- The 4 A's should not be viewed as a continuum to move through in a linear fashion.
- An educator's goal should be to consider which aspect is most appropriate for achieving the specific learning outcomes.

AVID Digital Learning

The 4 A's® (Adopt, Adapt, Accelerate, Advocate®) provides educators with a pathway toward meaningfully integrating digital tools and WICOR instructional practices to differentiate instruction and increase student ownership and independence of their learning.



	Ownership of Learning	Conceptual Understanding	Tool Use	Instructional Focus
<p>Adopt An instructor who adopts understands the value of digital tools and begins to utilize them to enhance instruction and learning.</p>	Instructor heavily scaffolds the learning environment for students, selecting the tools, materials, and methods.	Instructor models procedures and guides the use of digital tools to enhance learning.	Instructor models and guides students to access and organize resources, search for information, and digitize work products.	Instructor serves as a facilitator and provides access to a variety of tools and options for students to research, create, and publish with.
<p>Adapt An instructor who adapts their practice modifies lessons to take advantage of digital tools and begins to change teaching practices to be more student-centered and collaborative.</p>	Instructor determines the problem to solve and the tools to use. Students work independently and in groups to complete the task using the given tools.	Students begin to use digital tools following a set procedure independently and in groups.	Students use digital tools to complete specific tasks independently and in groups.	Students seek out collaborative tools to work more efficiently and effectively with others on projects.
<p>Accelerate An instructor who accelerates promotes student ownership of learning to produce increased student engagement, authentic tasks, and advancement of teaching and learning practices.</p>	Instructor presents the problem or question for students to address, and students choose strategies to accomplish that task using a list of available tools to demonstrate their learning.	Students choose from a set of tools to demonstrate conceptual understanding of assigned tasks.	Students have a set of digital tools to use. Students decide which tool or combination of tools is most appropriate to complete a task.	Students consistently drive the learning in completing an assigned task, choosing from available tools to make that happen.
<p>Advocate An instructor who advocates supports and champions transformative teaching and learning practices to produce outcomes that could not be achieved without the use of technology.</p>	Students choose the problem or question to address and choose the strategies and tools to convey their solution. Instructor provides feedback and support throughout the process.	Students select digital tools and strategies that best fit their learning needs to facilitate conceptual understanding of their chosen task.	Students use digital tools to complete tasks that would otherwise be impossible. Students explore, implement, and create new tools based on learning needs.	Students routinely use technology for real-world applications and to publish content to global audiences.

WICOR Strategy Example: Peer Feedback


Student Learning Outcomes

- Review the work of a peer and leave comments on the quality of the work and how it might be revised.
- Review feedback from an authentic audience (classmates, friends, family members, outside experts, etc.) and use it to make decisions about how to improve the work.
- Choose the best method for gathering feedback based on the nature of the work being reviewed and the type of feedback needed.

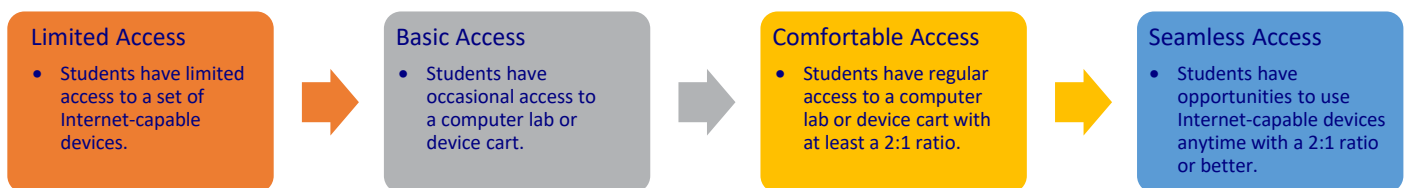
Levels of Technology Integration

Adopt	Adapt	Accelerate	Advocate
Instructor models the process of providing and responding to feedback using digital review tools, such as commenting in Microsoft Word or Google Docs, or even utilizing a document camera to show written feedback. Students receive digital feedback from the instructor and make changes based on it.	Instructor creates a digital space in which students share their work and respond to each other in assigned pairs or groups. Instructor determines the timeline, tools, and method (written, verbal, survey, etc.) for sharing feedback.	Students post work in a digital space that the instructor can access and moderate. Students have a choice of what tool to use to solicit feedback. This could include posting work digitally for specific people to review (e.g., sharing in Google Docs) or for a wider audience to review (e.g., sharing on Miro or a class discussion forum).	Students post digital work to a platform that can be shared with a global audience and invite feedback from their peers, experts, and others outside of their classroom. Instructor facilitates feedback and encourages equal responses for all students in quality and quantity through coaching and modeling.

Digital Tools

Tool	Description	Platform
 Google Docs	Google Docs is an online word processor that lets you create and format documents and work with other people.	Web-based

Levels of Access



Limited Access: Students receive written feedback on paper and archive their work (including feedback) using a cloud storage service, like Google Drive or Microsoft OneDrive.

Basic Access: Students take turns providing feedback digitally to a small number of their peers during access to the computer lab or device cart. Students are given time, either at school or at home, to review comments left on their work.

Comfortable Access: Students post work digitally and invite peers to review and provide feedback during access to the computer lab or device cart.

Seamless Access: Students post work digitally for others to review and provide feedback on, at the time and place of their choosing.

AVID Digital Teaching and Learning: A Blended Approach to WICOR



How does Digital Teaching and Learning empower all learners?

AVID Digital Teaching and Learning (DTL) ignites students' curiosity and develops self-awareness to build the skills, behaviors, and mindsets needed to engage with technology for inquiry-based problem-solving and rigorous coursework. Educators provide multiple opportunities for students to learn and to discover all aspects of digital learning. These ongoing experiences allow students to build student agency, develop critical thinking skills, practice in a safe environment, learn from and build on missteps, and create technology routines. Student agency is when students believe in and activate their own potential, build relationships, persist through obstacles, and exercise their academic, social, emotional, and professional knowledge and skills.



Quality digital learning prepares AVID students for their ever-changing college and career environments. Students who are proficient with digital literacy skills and practices within every content area will have the advantage of being flexible and adaptive critical thinkers who can engage with new technology in meaningful and productive ways. According to the [ISTE Standards for Students](#), students are literate in all aspects of digital learning when they become *empowered learners*, *digital citizens*, *knowledge constructors*, *innovative designers*, *computational thinkers*, *creative communicators*, and *global collaborators*. Blended Learning is high-quality, efficient instruction delivered through a combination of face-to-face and online learning experiences to empower students. Educators utilize the gradual release process to model digital learning resources and build blended learning experiences for students as they develop the confidence to choose the best digital tools to accelerate their own learning.

How can WICOR and technology amplify student ownership of their learning?



WICOR® (Writing, Inquiry, Collaboration, Organization, Reading) is an instructional approach involving both teachers and students, placing students at the center and empowering them to take ownership and agency of their learning. Students build the skills and behaviors to prepare them for mastery of rigorous coursework to ensure college and career success. A blended learning approach to WICOR amplifies and accelerates learning to build student agency by empowering students to approach anything new with curiosity, a growth mindset, and a set of technology and problem-solving skills to engage with content in meaningful ways.

When combining WICOR strategies with technology, it is important to keep learning outcomes first, so the best digital resource is chosen for the task at hand. This sampling of WICOR strategies through digital resources can be used across a variety of activities, grade levels, and content areas. Many are modeled throughout AVID professional learning. These free, or mostly free, resources are intended to enhance the suite of digital tools provided by district instructional technology departments (Office365, Google Workspace for Education, Apple Education, etc.). Each digital resource is linked to an online website or a downloadable tip sheet so that educators can easily get started and explore the various ways a tool can be utilized. As students take ownership of their learning, encourage them to add to this list and find the best resources that will help them to choose the appropriate strategies and tools to learn, create, modify, and publish to an authentic audience.

Digital resources can often be used beyond their original purpose. For this reason, it is important for educators and students to have a growth mindset when learning and utilizing new tools. Encourage creativity and out-of-the-box thinking to increase rigor through WICOR. The following list is intended to be a starting point for AVID educators.

Relational Capacity

AVID Strategy

Developing authentic relationships with students leads to learning partnerships and the creation of classrooms that are socially and academically safe for all students. When positive relationships grounded in trust and emotional connections are formed, the result is meaningful student learning.

Building Relational Capacity activities include:

- **Icebreakers** provide opportunities for the teacher and students to get to know one another and appreciate the attributes that each individual brings to the classroom community.
- **Energizers** offer a great way to weave movement breaks, or state changes, into the day without disrupting scheduled lessons. In fact, these two to three minutes of playful movement, laughing, chanting, or singing promote more productive learning and relationship building in the classroom while also enhancing brain capacity.
- **Community builders** help build a foundation for collaboration and promote a safe learning community, where students have a sense of belonging and are willing to take academic risks.

(AVID Culturally Relevant Teaching: A Schoolwide Approach, pp. 2–3)

Blended Approach

The Dice widget and the Random Name Picker widget of [Classroomscreen](#) create opportunities for building relational capacity. Each number on the dice corresponds with a question prompt or sentence frame. The Random Name Picker chooses a student to roll the dice and share the prompt they chose.

[Learn about Classroomscreen](#)

When building relational capacity, [Flipgrid](#) is a place for students to build a virtual name tent, where they create a video with their name and respond to several sentence frames to introduce themselves.

[Flipgrid Tip Sheet](#)

[Kahoot!](#) can be played to build relational capacity in the classroom. Students choose a Kahoot! within *Discover* to hold a friendly competition as teams or individuals.

[Kahoot! Tip Sheet](#)

Students build relational capacity through [Padlet](#) by answering a series of sentence frames or prompts. Students respond with images, GIFs, audio, or videos.

Students could create a class vision board when writing SMART goals. Students post their name, their goal, and an image of what success looks like when they achieve that goal.

[Padlet Tip Sheet](#)



AVID Stock Photo

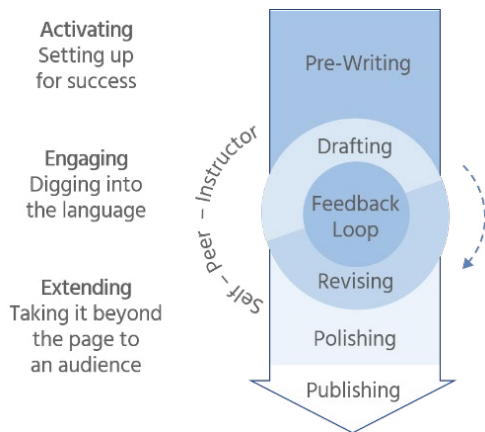
* AVID's digital learning framework is built upon the philosophy of "Learning first, technology second," and as such, any third-party tools, platforms, or applications discussed or modeled during AVID trainings are selected and used as examples and do not constitute endorsements. Example uses across various digital tools are often reviewed within our trainings and/or resources as options to support blended learning within the classroom. Educators should view these experiences as models of how they should seek out tools to help meet their learning outcomes and the identified purpose for integrating technology. If choosing to use any of the example tools back at a school site, an AVID Technology Checklist (if provided at the training) may be referenced, but AVID is not responsible for any resulting outcomes of such use. The site/district IT department should be consulted to help determine which tools meet the site/district technology standards and policies.

Writing Process

AVID Strategy

Writing can serve as a record of one’s thinking or as a learning, public, and personal communication tool. Students who write consider their audience and purpose, engage in various writing processes to address specific situations, support their thinking, and demonstrate understanding. The writing process is a complex task consisting of the following stages:

- **Pre-writing** — During pre-writing, students grapple with how to access and express content knowledge through written language by questioning, generating ideas, gathering information, and organizing ideas.
- **Drafting** — The stage of the writing process in which a writer organizes information and ideas gathered during pre-writing and develops sentences and paragraphs.
- **Revising** — The goal of revising is to improve the first draft by making changes in content, style, and form based on feedback through peer and instructor conferencing, collaboration, sharing, self-analysis, and reflection.
- **Polishing** — Polishing is refining writing by editing and proofreading, often while using feedback provided by a reviewer such as a peer or instructor.
- **Publishing** — Publishing involves distributing polished writing to an audience. It occurs through various avenues, such as a formal written paper, an oral presentation, or publication in an online forum.



(AVID Writing for Disciplinary Literacy: A Schoolwide Approach, pp. 217-296)

Blended Approach

While students are revising, polishing, and publishing their authentic writing, they read and reread their writing on [Flipgrid](#). This helps students to listen for the use of academic vocabulary as well as build a strong voice throughout their writing.

When working collaboratively in group presentations, students practice their presentations through [Flipgrid](#). Classmates can share “glows and grows” through comments.

[Flipgrid Tip Sheet](#)

When revising and polishing a piece of writing, students can use [Microsoft's Immersive Reader](#) to listen to their writing through someone else’s voice. Immersive Reader can also help all students access more rigorous text. Any writing can be listened to in order to increase the comprehension of content.

[Immersive Reader Tip Sheet](#)

Students draft, revise, polish, and publish their writing through [Kami](#). Classmates and teachers provide formative feedback to students throughout the writing process.

[Kami Tip Sheet](#)

Students use [Nearpod](#) when publishing to demonstrate their understanding of a concept by creating presentations to teach their classmates about their topic.

[Nearpod Tip Sheet](#)

Activating ideas through a collaborative brainstorming [Padlet](#) encourages students to build upon the ideas of others.

When pre-writing and drafting argumentative writing, students use [Padlet](#) to curate content for research and to organize their citations.

Crafting strong thesis statements informs the reader of the topic and specifies what will be explained. Students post their thesis statements in [Padlet](#) and collaboratively refine the focus of their writing.

[Padlet Tip Sheet](#)

* AVID’s digital learning framework is built upon the philosophy of “Learning first, technology second,” and as such, any third-party tools, platforms, or applications discussed or modeled during AVID trainings are selected and used as examples and do not constitute endorsements. Example uses across various digital tools are often reviewed within our trainings and/or resources as options to support blended learning within the classroom. Educators should view these experiences as models of how they should seek out tools to help meet their learning outcomes and the identified purpose for integrating technology. If choosing to use any of the example tools back at a school site, an AVID Technology Checklist (if provided at the training) may be referenced, but AVID is not responsible for any resulting outcomes of such use. The site/district IT department should be consulted to help determine which tools meet the site/district technology standards and policies.

Collaborative Structures

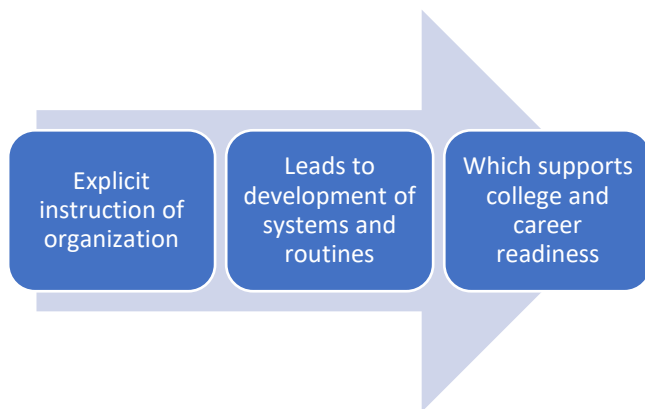
AVID Strategy	Blended Approach
<p>Collaborative structures are effective methods to collaborate in a way that brings collaboration to life. Numbered Heads Together is a collaborative structure meant to be used for quick collaborative discussion, with group and individual accountability.</p>	<p>The Dice widget and the Random Name Picker widget on Classroomscreen create opportunities for building relational capacity. Each number on the dice corresponds with a question prompt or sentence frame. The Random Name Picker chooses a student to roll the dice and share the prompt they chose.</p> <p style="text-align: center;">Learn about Classroomscreen</p>
<p>Inquiry is about thinking— thinking that is revealed in questioning, analyzing, and constructing knowledge and understanding. Inquiry in a classroom is both teacher- and student-driven. Teachers pose questions and guide students into deeper levels of thought. Students use questioning processes to probe the meaning of texts, solve problems, or design investigations.</p> <p>Inquiry puts students at the center of an active learning process in which the teacher is the facilitator of learning. Inquiry engages students with their own thinking processes (i.e., metacognition). It teaches them to think for themselves instead of chasing the “right answer.” The result is student ownership of the learning process and a better understanding of concepts and values (Donohue & Gill, 2009). (<i>AVID Critical Thinking and Engagement: A Schoolwide Approach</i>, p. 190).</p> <p>The following are inquiry-based collaborative structures:</p> <ul style="list-style-type: none"> • Collaborative Study Groups are a powerful way for students to take ownership of their education and independently practice the use of a variety of collaborative structures. • Philosophical Chairs is a structure for inquiry that is built on a prompt and to which contradictory positions exist; participants address these positions through deep, academic discourse in a structured, formal process. • Socratic Seminar is a structure for inquiry built on question-driven dialogue around a common text or resource that students have analyzed and about which they have prepared questions to drive the discussion. 	<p>When Brainstorming as a class, AnswerGarden can be used to activate student thinking. The larger words will help to drive an inquiry-based discussion.</p> <p style="text-align: center;">AnswerGarden Tools to Get Started</p> <p>Flipgrid could be used for an online Philosophical Chairs discussion or an asynchronous Collaborative Study Group. Students post 30-second speeches about how they feel about a topic or about a concept they have questions about. Classmates respond through videos, screencasts, whiteboard explanations, or written comments.</p> <p style="text-align: center;">Flipgrid Tip Sheet</p> <p>Students engage in a backchannel discussion through Padlet during a fishbowl Socratic Seminar. The students utilize the comments to build upon what someone says and encourage higher level thinking.</p> <p style="text-align: center;">Padlet Tip Sheet</p>

* AVID’s digital learning framework is built upon the philosophy of “Learning first, technology second,” and as such, any third-party tools, platforms, or applications discussed or modeled during AVID trainings are selected and used as examples and do not constitute endorsements. Example uses across various digital tools are often reviewed within our trainings and/or resources as options to support blended learning within the classroom. Educators should view these experiences as models of how they should seek out tools to help meet their learning outcomes and the identified purpose for integrating technology. If choosing to use any of the example tools back at a school site, an AVID Technology Checklist (if provided at the training) may be referenced, but AVID is not responsible for any resulting outcomes of such use. The site/district IT department should be consulted to help determine which tools meet the site/district technology standards and policies.

Organization

AVID Strategy

A student's ability to self-monitor and self-organize correlates strongly with college and career readiness. Even for the most talented students, however, proficiency in these abilities rarely comes naturally. Organization (AVID's umbrella term for self-management of materials, time, and thought) always takes time to build through instruction, practice, and real experiences.



(AVID College and Careers: A Schoolwide Approach, p. 61)

Blended Approach

When organizing time in the classroom, [Classroomscreen](#) can be used to keep students and groups on time through the Timer widget.

[Learn about Classroomscreen](#)

Students use [Microsoft's Immersive Reader](#) to access rigorous content in order to take and process focused notes.

[Immersive Reader Tip Sheet](#)

Organize focused notes through [Kami](#). Take and process notes, connect thinking, summarize, reflect, and apply learning all in one place.

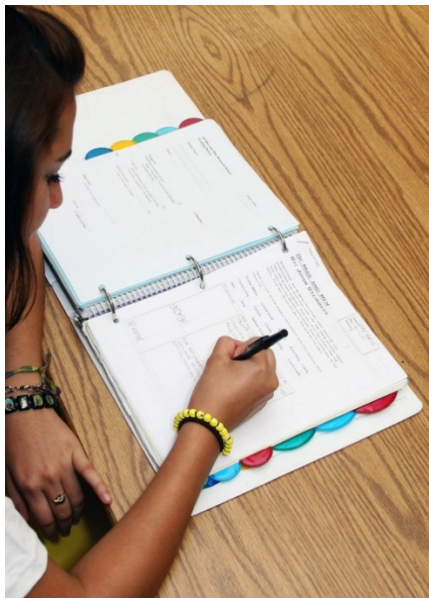
[Kami Tip Sheet](#)

Students collaborate through a [Nearpod](#) choice board. The presentation structure and embedded activities help to differentiate instruction.

[Nearpod Tip Sheet](#)

Backwards map the scheduling of a month-long assignment, make connections, and organize collaborative brainstorming ideas through [Padlet](#).

[Padlet Tip Sheet](#)



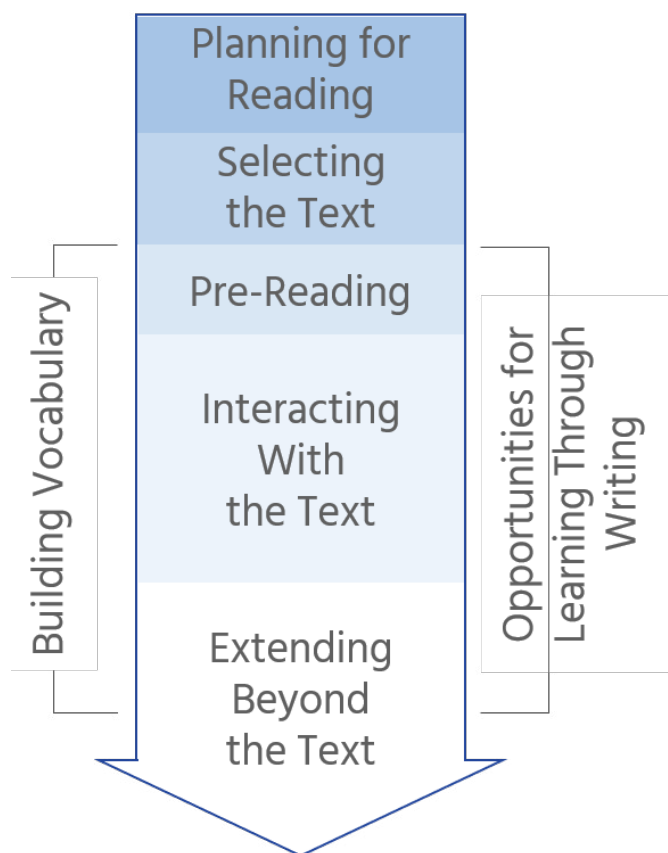
AVID Stock Photo

* AVID's digital learning framework is built upon the philosophy of "Learning first, technology second," and as such, any third-party tools, platforms, or applications discussed or modeled during AVID trainings are selected and used as examples and do not constitute endorsements. Example uses across various digital tools are often reviewed within our trainings and/or resources as options to support blended learning within the classroom. Educators should view these experiences as models of how they should seek out tools to help meet their learning outcomes and the identified purpose for integrating technology. If choosing to use any of the example tools back at a school site, an AVID Technology Checklist (if provided at the training) may be referenced, but AVID is not responsible for any resulting outcomes of such use. The site/district IT department should be consulted to help determine which tools meet the site/district technology standards and policies.

Critical Reading Process

AVID Strategy

The AVID critical reading process has three phases, with some phases containing multiple components. It is important to note that vocabulary building happens throughout the entire critical reading process and does not have to be tied to any one particular phase, even though it is included in the “engage” phase within this book. When teaching the critical reading process, educators should use the reading purpose to guide the process and help in the selection of strategies at each phase. It is also crucial that educators model strategies for students throughout the entire critical reading process and follow the gradual release of responsibility model until students can confidently use the critical reading process independently.



(AVID Reading for Disciplinary Literacy: A Schoolwide Approach, p. 6)

Blended Approach

Academic Word Walls come to life through [AnswerGarden](#) or [Padlet](#). Students return to the website often to incorporate the words in their academic discussions and rigorous writing.

[AnswerGarden Tools to get started](#)

[Padlet Tip Sheet](#)

When marking the text and writing in the margins, [Edji](#) can be used to do so collaboratively. Students could also use it to write text-dependent questions when preparing for a Socratic Seminar. If collaboratively marking text, an image, or an infographic, Edji’s heat vision creates an opportunity to visually see how classmates are responding to the text.

[Edji Tip Sheet](#)

When taking the perspective of a content expert while watching a video, [Edpuzzle](#) can be used to prompt students to take focused notes during the viewing. Edpuzzle has the ability to infuse inquiry and critical thinking to extend the content of a video.

[Edpuzzle Tip Sheet](#)

[Edpuzzle Student Registration Tip Sheet](#)

Students use [Microsoft's Immersive Reader](#) as a full screen reading experience to interact with text. Immersive Reader increases readability of content.

[Immersive Reader Tip Sheet](#)

Students use [Kami](#) for the critical reading process to activate, engage, and extend learning through reading. Marking the text is simple with Kami’s array of tools: highlighter, equation editor, shapes, draw tools, and more.

[Kami Tip Sheet](#)

Students use a writing in the margins strategy in [Perusall](#) to paraphrase research in order to build summary skills.

Students write higher-level, text-dependent questions through Perusall since it allows for interaction with longer, more rigorous text.

[Perusall Tip Sheet](#)

* AVID’s digital learning framework is built upon the philosophy of “Learning first, technology second,” and as such, any third-party tools, platforms, or applications discussed or modeled during AVID trainings are selected and used as examples and do not constitute endorsements. Example uses across various digital tools are often reviewed within our trainings and/or resources as options to support blended learning within the classroom. Educators should view these experiences as models of how they should seek out tools to help meet their learning outcomes and the identified purpose for integrating technology. If choosing to use any of the example tools back at a school site, an AVID Technology Checklist (if provided at the training) may be referenced, but AVID is not responsible for any resulting outcomes of such use. The site/district IT department should be consulted to help determine which tools meet the site/district technology standards and policies.

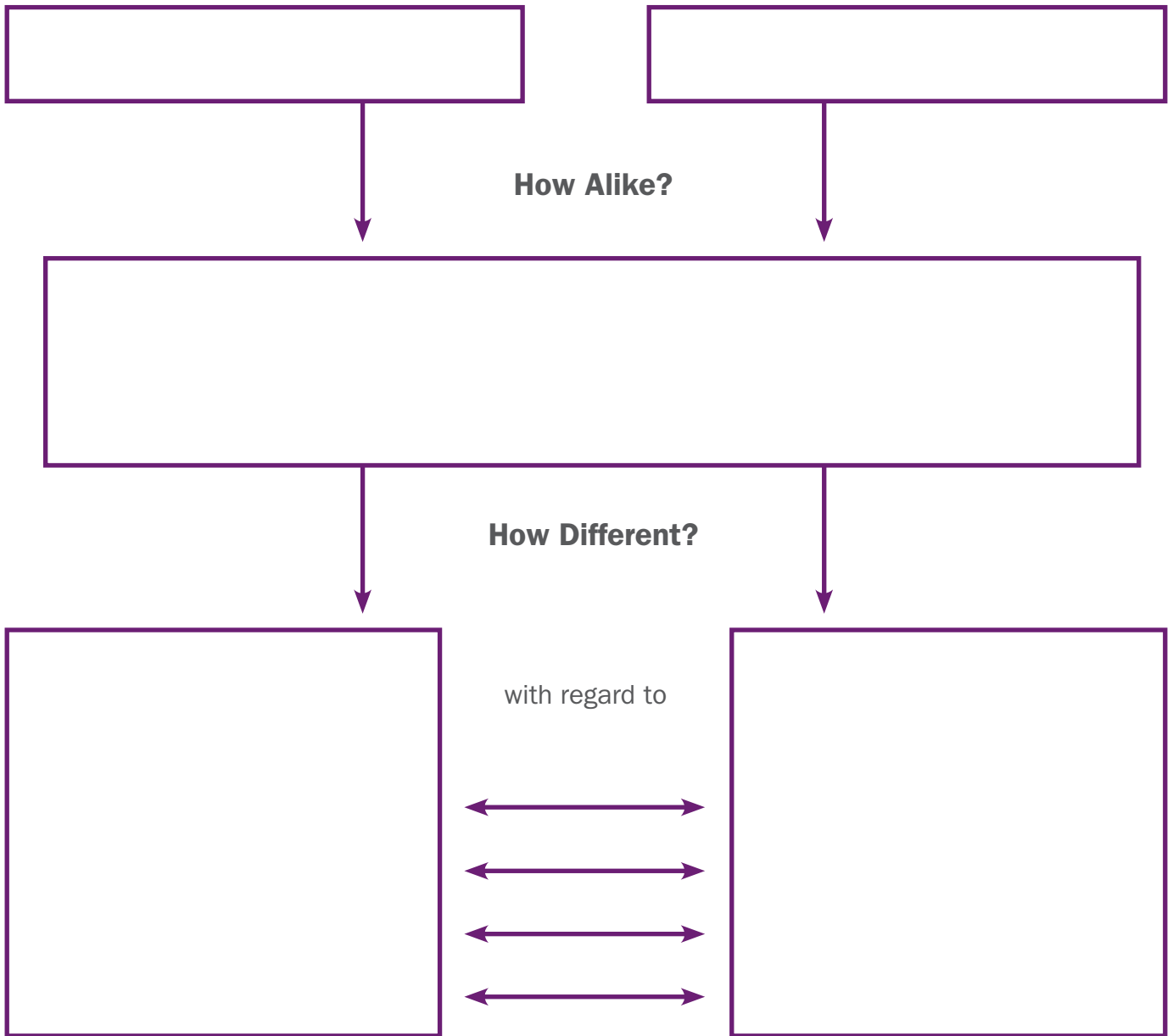
Ongoing Feedback and Formative Assessment

AVID Strategy	Blended Approach
<p>While developing WICOR skills, students must have access to ongoing formative feedback. This excerpt from <i>AVID Writing for Disciplinary Literacy: A Schoolwide Approach</i> describes how effective feedback incorporates both the head (specific and helpful) and the heart (kind and positive).</p> <p>Formative assessments should provide feedback that allows both teachers and students to make adjustments that will ultimately improve student achievement.</p> <p>To be most effective, feedback should be:</p> <ul style="list-style-type: none"> • Positive: Encourage with words that describe rather than judge. (Don't say, "Nice job." Instead say, "The planning you did really helped you organize your thoughts.") • Constructive: Focus on improving meaning, clarity of thought, and voice; not on error correction, which will be addressed through proofreading. (Don't say, "You have a lot of run-on sentences." Instead say, "In paragraph four, I had trouble understanding the point you were trying to make. Is there a way you could reorganize this paragraph, so it gives the reader a clear message?") • Specific: Avoid generalizations and relate feedback to the assessment criteria. (Don't say, "Great introduction!" Instead say, "Your thesis statement is very clear. When I read it, I could understand your intent.") • Suggestive, but not prescriptive: Students may or may not choose to use all suggestions but should be able to justify the changes they choose to make or not make based on feedback they receive. • Timely: Feedback should be ongoing throughout each phase of the writing process. <p><i>(AVID Writing for Disciplinary Literacy: A Schoolwide Approach, pp. 275–276)</i></p>	<p>Students engage in problem solving through the Show Your Work question in Formative. Teachers can provide feedback in real time to encourage students as well as provide specific feedback to push the thinking of the learner.</p> <p style="text-align: center;">Formative Tip Sheet</p> <p>Throughout the lesson, the teacher posts questions through Mentimeter to help check student understanding of the learning objectives. These questions can be in the form of multiple choice, open ended, word cloud, scales, ranking, and Q&A.</p> <p style="text-align: center;">Mentimeter Tip Sheet</p> <p>When limited in movement space or if instructing online, create a Four Corners oral response space through Edji. A basic image with four corners and the corresponding text (agree, disagree, etc.). Students double click in the corner that best represents their thinking and inserts an audio response. Edji creates a visual of understanding that can be processed by the teacher.</p> <p style="text-align: center;">Edji Tip Sheet</p> <p>Students reflect upon the days lesson through a sentence frame like <i>I used to think ____ is ____, but now I know ____ is ____.</i> posted to Padlet as an exit ticket to help the teacher determine the next steps for learning.</p> <p style="text-align: center;">Padlet Tip Sheet</p>

* AVID's digital learning framework is built upon the philosophy of "Learning first, technology second," and as such, any third-party tools, platforms, or applications discussed or modeled during AVID trainings are selected and used as examples and do not constitute endorsements. Example uses across various digital tools are often reviewed within our trainings and/or resources as options to support blended learning within the classroom. Educators should view these experiences as models of how they should seek out tools to help meet their learning outcomes and the identified purpose for integrating technology. If choosing to use any of the example tools back at a school site, an AVID Technology Checklist (if provided at the training) may be referenced, but AVID is not responsible for any resulting outcomes of such use. The site/district IT department should be consulted to help determine which tools meet the site/district technology standards and policies.

Graphic Organizer: Compare/Contrast

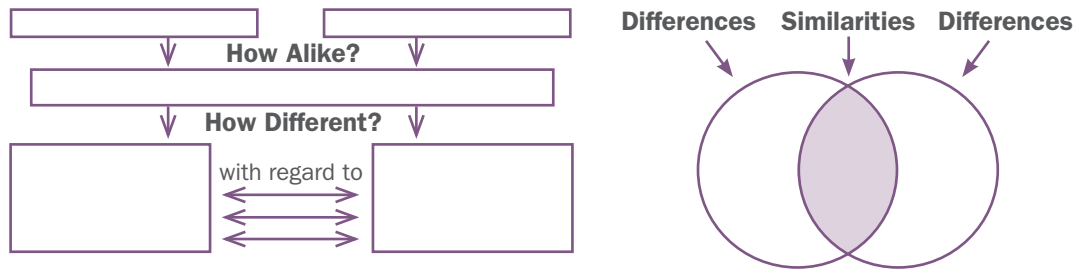
Name: _____ Subject: _____ Date: _____



Reflection: What can you conclude about the two topics/subjects that are being compared and contrasted?

Compare/Contrast

- Understand and express how two or more things are similar and how they are different.



Signal Words		Guiding Questions
however	both	<ul style="list-style-type: none"> What is being compared and contrasted? What categories of characteristics or attributes are used to compare and contrast these things? How are the things alike or similar? How are the things unlike or different? What are the most important qualities or attributes that make them different? What can we conclude about these things or items? Why are these things being compared/contrasted? When did the comparison/contrast structure emerge?
but	unlike	
same as	different from	
-er, -est	-er than	
are similar	just like	
as well as	have in common	
on the contrary	difference between	
as opposed to	whereas	
share common traits	on the other hand	
	not only...but also	

Sample Sentence Frames

- _____ is _____ -er than _____ .
- _____ is the _____ -est when compared to _____ .
- _____ and _____ are similar because they are both _____ .
- _____ and _____ are different because _____ is _____ and _____ is _____ .
- _____ is _____ ; however, _____ is _____ .
- Unlike _____ , _____ .
- While _____ is different from _____ , _____ .
- _____ is _____ , as opposed to _____ , which is _____ .
- Not only is _____ , but _____ .
- Although _____ and _____ have some similar characteristics, they are very different, because _____ .
- While _____ is able to _____ , _____ does not have that (capability/feature).
- The most important difference is that _____ has _____ , while _____ .
- Just as _____ , so too _____ .
- By comparing _____ and _____ , (it is clear that/I realized that/I learned that) _____ .
- While _____ and _____ are both _____ , there are several major differences between them.
- The primary distinction between _____ and _____ can be described as _____ .

AVID Professional Learning Reflection Log

The Continuous Improvement Cycle gives us a frame to guide our work with AVID implementation. As you engage in your AVID Professional Learning experience, use this tool to capture your thinking in questions 1–4. Reflect on your professional learning experience in questions 5–6. Add to this tool throughout the year as you engage in the Continuous Improvement Cycle to reflect on what you are learning about AVID and your district’s and site’s implementation.

1. What fits with my current practices?

2. What learning do I hope to connect to my participation in this professional learning?

3. What questions do I have about what I learned?

4. What is still needed within my site/district based on my eLearning experience?

5. What clarifications have been made for me by attending this professional learning?

6. How does this translate to Site Team planning and our work during the year?

Earn Graduate-Level University Credit



AVID Center's accredited university partner offers graduate-level, continuing education credit through completion of AVID professional learning events.

Please ensure that your district will grant professional development credit for the completion of the training and required interactions prior to credit registration.

Upon completion of all [requirements](#) prior to the enrollment deadline and daily attendance at the training, you will be enrolled in a course for credit (as specified by the type of training) and a transcript will be mailed to you at the address associated with your account.

AVID SUMMER INSTITUTE

Units Offered: 3 quarter units (2 semester units equivalent)
Fee: \$150.00
Registration Deadline: Friday, August 19, 2022

AVID DIGITALXP

Units Offered: 3 quarter units (2 semester units equivalent)
Fee: \$150.00
Registration Deadline: Friday, August 19, 2022

AVID ELEVATEXP

Units Offered: 2 quarter units (1 1/3 semester unit equivalent)
Fee: \$100.00
Registration Deadline: 6 weeks after the last day of training

PATH TO SCHOOLWIDE

Units Offered: 1.5 quarter units (1 semester unit equivalent)
Fee: \$75.00
Registration Deadline: 6 weeks after the last day of training



For more information and to register for credit, visit my.avid.org/credit.

Earn an AVID Digital Badge!

Then, brag about it.



Today's educational landscape demands that students and educators demonstrate proven achievement and lifelong learning. AVID recognizes this and is offering a library of digital badges to acknowledge attendance in our professional learning opportunities.

Earn yours at AVID Summer Institute, AVID DigitalXP, AVID ElevateXP, Extended Learning Pathways*, or Path to Schoolwide trainings:

1. Complete the digital badge requirements as outlined in your professional learning Community of Practice.
2. Download a copy of your AVID badge and add it to your email signature, embed it on your website or blog, or share across any social channel.

**Available with AVID DigitalXP only.*





Accelerate learning and inspire the creators of tomorrow with AVID STEM Connections.

Extend students' critical thinking and ignite their curiosity and creative problem-solving across K-12 content areas. These easy-to-use, standards-aligned lesson plans are grab and go! Lessons are relevant within any classroom setting or content area, providing scaffolded lessons for teachers new to STEM, as well as modifications for STEM experts.

What makes AVID STEM Connections special?

- Creative Coding Lessons: a series of teacher-approved, standards-aligned coding lessons (in partnership with Scratch) for grades K-12 that bolster fluency in core STEM concepts.
- Design thinking, cross-disciplinary approach gives students an opportunity to innovate solutions to real-world problems with hands-on, project-based learning.
- Lesson topics are aligned to the United Nations Sustainable Development Goals (UNSDGs) to provide a lens through which students can positively impact the world around them.
- Inclusion of social and emotional learning (SEL) and future-ready skills in every lesson.

Learn more at avid.org/stemconnections



AVID Partners:
Opt-in to AVID STEM Connections for the 2022-2023 school year to empower your students to reimagine their futures through the lens of a STEM mindset.

Resources to Accelerate, Inspire, and Empower

Includes articles, grab-and-go lessons, digital tool overviews, educator tips, digital templates, and instructional resources for best teaching practices, free of charge for all educators.



avidopenaccess.org

AVID
Open Access™

and more

**Tech Talk For
Teachers.**

Click here!

Tune into our podcast!

Expect down-to-earth conversations that address challenging topics we face in our classrooms today. Gain strategies for teaching in a remote, hybrid, or blended learning classroom and practical suggestions that you can apply in your classroom.

“Computers will make us more efficient and effective, but they can’t replace our human connection, the empathy and relationships that we build with our students.”

— Pam Beckermann, PreK–12 Digital Learning Specialist

Listen Now and Subscribe:



Listen on
Apple Podcasts



Listen on Google
Podcasts



Listen on
Spotify



AVID[®] eBinders



COLLECT

Collecting information in written word during class is important, but so is collecting multimedia, such as pictures, videos, and vocal components to tie into your reflection later. All of these artifacts can coexist in an eBinder.



REFLECT

Students reflect on their daily learning and make connections to the broader essential questions for a unit or chapter.



RECOLLECT

Recollection is a product of the organization of an eBinder. Students can easily find and remember what they did based on the learning hooks they created during collection and reflection so that they can apply and share their learning.

Set up eBinders in your classroom!

Find out more at avid.org/ebinders



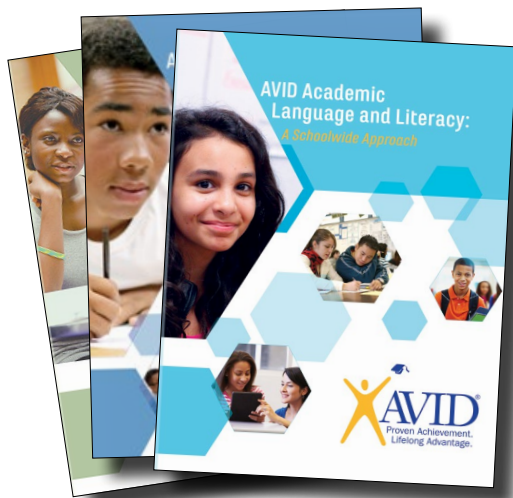
Empower your K–8 students

Join the AVID STEM Academy to embolden students to shape their future—and that of the world—through this multidisciplinary, interactive experience for K–8 students.

Visit
avid.org/stemacademy
to learn more!

Check Out AVID's Curriculum Library!

AVID's Curriculum Library offers extensive resources to support each book. Each book has its own supplementary website filled with activities, bonus content, links to other resources, videos, and more. Each chapter includes a summary as well as expected outcomes using the resources available.



Each book in AVID's Curriculum Library has its own set of dedicated pages, including:

- A synopsis of the book that identifies which educators or students will receive the greatest benefit from that resource.
- Chapter guides with specific expected outcomes for each chapter.
- Downloadable resources and activities to apply concepts in an easy-to-use format.
- Videos that reinforce the learning concepts or provide examples of the activities in action.

Visit the “Resources” tab on MyAVID!



Core Strategies for Every Classroom!

AVID's Core Strategies are a collection of the most impactful, engaging, and rigorous strategies for your educator toolkit. These strategies can be utilized in any K-16 classroom to bolster student success schoolwide.



AVID Core Strategies Include:

- [Family Engagement](#)
- [Relational Capacity](#)
- [Organizing Materials](#)
- [Higher-Level Thinking](#)
- [Focused Note-Taking](#)
- [Collaborative Structures](#)
- [Collaborative Study Groups](#)
- [Philosophical Chairs](#)
- [Socratic Seminar](#)
- [Academic Language and Literacy for AVID Elementary](#)
- [Interactive Notebooks](#)

Take advantage of these activities, lessons, and best practices to bring powerful teaching and learning strategies to your campus.

Visit the “Resources” tab on



CONNECT WITH US

ON YOUR FAVORITE SOCIAL NETWORKS



[avidcenter](#)



[@avid4college](#)



[avid center](#)



[@avid4college](#)

Enhance Your Professional Development With Help From Your AVID Community

Professional Learning Networks offer educators the chance to hone their craft with help and support from their global AVID network who live and breathe the same work. Social media provides the opportunity to collaborate without limits! Here are some ways to connect with your fellow AVID community members to share ideas, ask questions, and celebrate successes— together.

Join AVID Groups on Facebook

[AVID Educators Group](#)

There is always a lively discussion going on in our most active group on Facebook—be it about best practices or a call for help with tutorials. All AVID educators are invited!

[AVID Principals Group](#)

Have the knowledge of more than a thousand passionate AVID educators at your fingertips when you join the AVID Principals group on Facebook! All AVID-trained Principals, Vice-Principals, and Site and District Leaders are welcome to join!

[AVID District Directors Group](#)

Connect with fellow AVID District Directors to share best practices, collaborate on pertinent issues, and get feedback on innovative ideas.

Follow AVID on Twitter

[@avid4college](#)

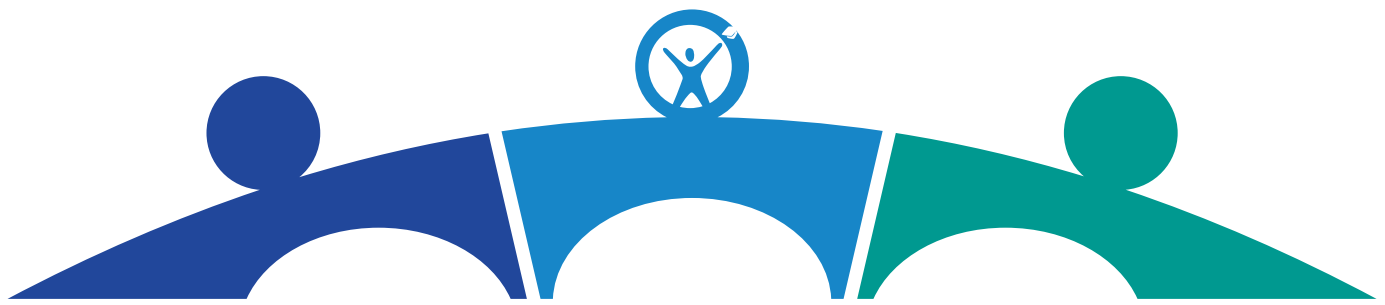
Twitter has become a go-to resource for millions of educators looking for thoughtful discussion, useful resources, and the opportunity to share what really works.

Be sure to check out what others are sharing with **#ThisIsAVID**. You'll find inspiration, humor, and more.

Follow AVID on LinkedIn

[AVID Center](#)

Stay connected with other professionals on LinkedIn. Partner with K-12 educators to spark and support thriving learning cultures.



AVID SUMMER BRIDGE

Build your students' math, science, and English language development skills.



AVID's English Language Development (ELD) Summer Bridge provides middle and high school English language learners with an opportunity to engage in interactive and fun lessons that focus on academic language acquisition, community building, and school connectivity.



AVID's Math and Science Summer Bridge programs offer high-engagement math and science content designed to accelerate learning by enhancing students' critical thinking, reasoning, and problem-solving skills through interactive and collaborative lessons and activities.



Contact summerbridge@avid.org to learn more.



Lesson Plans to Develop Critical Reading Skills in All Students

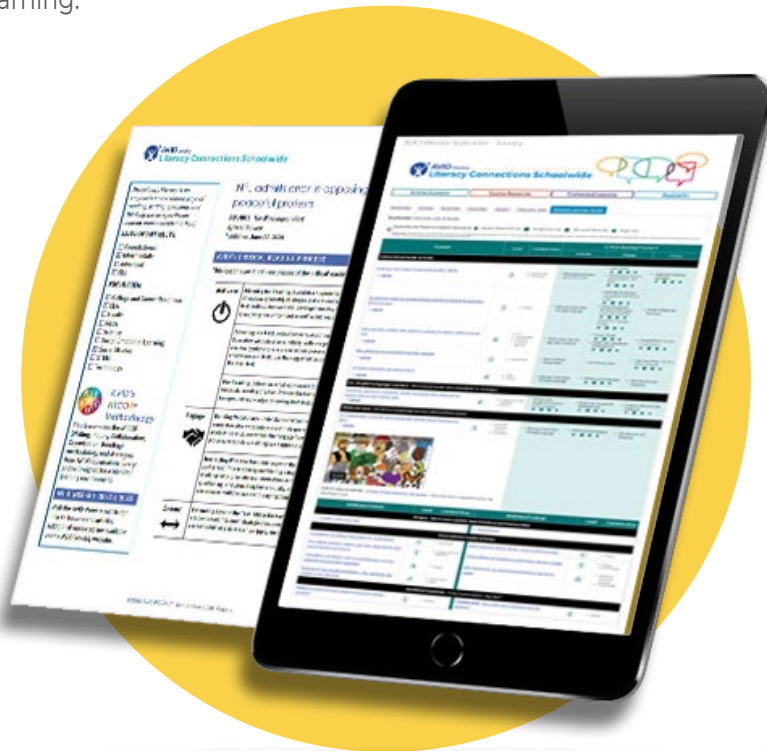
AVID Weekly is a curriculum tool designed to help teach critical reading skills, which have been proven to be a strong key to success in college and beyond. Using current newspaper sources, such as *The Washington Post*, *Bloomberg*, and the *Tribune News Service*, AVID Weekly provides greater interest levels for students and broadens their critical reading skills to include various types of writing.

 **AVID Members only**

AVID Weekly is web-based and accessible 24 hours a day, 7 days a week. New AVID libraries include an annual site subscription for one school year.

Access ready-to-use lesson plans and resources to bring engaging and relevant texts to life in your classroom and accelerate learning schoolwide. The articles and lessons allow students to think critically and connect prior knowledge to their current learning.

- Each lesson uses WICOR® (Writing, Inquiry, Collaboration, Organization, and Reading) strategies to analyze relevant texts, infographics, and images.
- Turn-key, actionable lesson plans are designed to increase reading comprehension
- Can be successfully applied across all subject areas in the school
- Designed for elementary or secondary
- Select lessons include ELL (English language learner) embedded scaffolds



Two ways to shop AVID!

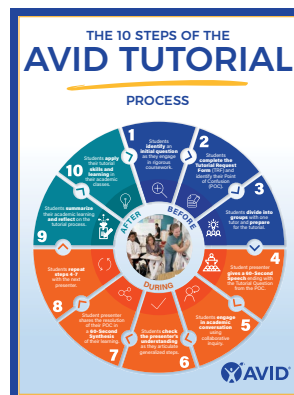
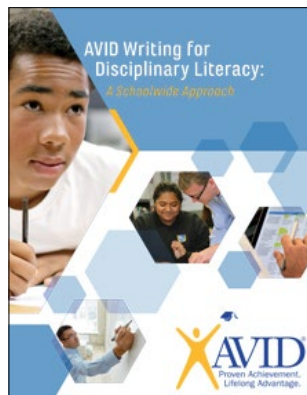
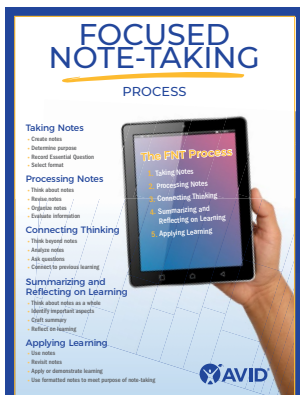


1 Find *swag* and *attire* at MyAVIDStore.com



MyAVIDStore

2 Find *curriculum* and *posters* at My.AVID.org/estore



MyAVID eStore



Create a thriving learning culture in your school and close the opportunity gap for every student.

Empower your educators through engaging professional learning and surround them with AVID's supportive community.



Help your AVID Elective students get recognized for their work!



AVID Student Digital Badges

Since 2019, AVID Elective students have had the opportunity to receive a digital badge for successfully completing the AVID Elective course. These grade-level badges recognize AVID students for building skills in key areas of the AVID College and Career Readiness Framework—for the rigorous academic preparedness, student agency, and opportunity knowledge they achieve through the AVID Elective class. Look for more information about badge delivery in a future AVID Community Newsletter!

While your seniors are completing their AVID Senior Data:

- Have students click “yes” to question 34 about receiving an “AVID Digital Badge.”
- Ask students to provide a valid personal (not school-based) email address.

Once the Senior Data is approved, the AVID Elective Graduate badge will be sent to the email provided.



Your students can display their badge on their professional profiles on sites like LinkedIn to connect with other AVID Elective graduates and future employers.

[Click here for more information.](#)



2023 AVID Speaker Contest Opens

November 1, 2022 – February 15, 2023

The [AVID Speaker Contest](#) invites educators and students like you to share the knowledge and talents you have acquired through your AVID journey and capture your authentic story. Winners will have their story highlighted in AVID DigitalXP all over the country or may be able to deliver their message in person at a live AVID Summer Institute.

Stories can be shared through written word in an essay, poem, or short story, or on video in a short film, song, rap, or impassioned speech.

We want to feature all types of voices from the AVID world, including AVID Elective and AVID Excel Elective teachers and students, AVID Elementary educators, AVID Site Team teachers, counselors, principals, and district leaders. Students who attend an AVID Schoolwide campus or AVID Elementary are also welcome to apply.

avid.org/speakercontests





National Conference



SAVE THE DATE

December 8-10, 2022

Hyatt Regency Orlando



avid.org/national-conference