



Elementary Coaching and Certification Instrument (CCI) 2022–2023

Name: _____

School Name: _____

(NCES) Number: _____ - _____ - _____

National Center for Education Statistics (<http://nces.ed.gov/globallocator>)

County/Region: _____

State: _____

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



AVID Schoolwide Domains


The CCI is structured around four AVID Schoolwide Domains: Instruction, Systems, Leadership, and Culture.

INSTRUCTION
promotes:



- ▶ WICOR® Strategies
- ▶ 21st Century Skills
- ▶ Goal-Setting/Monitoring
- ▶ Rigor for All

SYSTEMS
support:




- ▶ AVID Site/District Teams
- ▶ Professional Learning
- ▶ Equity and Access to Rigorous Curriculum
- ▶ Data Collection and Analysis

LEADERSHIP
ensures:



- ▶ Strategic Planning
- ▶ Modeling of Expectations
- ▶ College Readiness Mission and Vision
- ▶ Career Readiness
- ▶ Distributed Leadership Approach

CULTURE
fosters:



- ▶ College and Career Awareness and Preparation
- ▶ Common Belief in Student Success
- ▶ Family and Community Involvement
- ▶ High Expectations for All
- ▶ Positive and Safe Learning Environment

I. AVID Schoolwide Instruction

AVID Schoolwide instruction occurs when the entire instructional staff utilizes AVID strategies, other best instructional practices, and 21st century tools to ensure AVID Elementary students are supported on the path to college and career readiness and all students are supported toward improved academic performance.

II. AVID Schoolwide Systems

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

III. AVID Schoolwide Leadership

AVID Schoolwide leadership sets the vision and tone that promote college and career readiness and high expectations for all students in the school.

IV. AVID Schoolwide Culture

AVID Schoolwide culture is evident when the AVID philosophy progressively shifts beliefs and behaviors resulting in an increase of students continuing on their pathway to college and career readiness.

AVID Schoolwide Subdomains (Elementary)

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

1. **Management of AVID Elementary Implementation**
2. **Access to Rigor and Student Support**
3. **Assessment of Student Progress**
4. **Professional Learning**

1. **College and Career Readiness Mission and Vision**
2. **Representative Governance**
3. **Pathway to College and Career Readiness**

1. **Rigor**
2. **Community Activities and College and Career Awareness**
3. **College-Going Environment**

Elementary CCI Preface

The Elementary Coaching and Certification Instrument (CCI) is designed to guide and coach educators through the process of implementing AVID Elementary grade-level-wide while concurrently teaching student success skills, increasing instructional rigor, and embedding academic support structures schoolwide. By design, the Elementary CCI is intended to align AVID implementation with the needs and priorities of individual schools and districts. In this way, the Elementary CCI should be used as a resource to ensure implementation fidelity, monitor progress toward site goals, and develop Collective Educator Agency among staff and administrators, promoting equity and access for all students.

Through a collaborative and reflective process, the AVID Site Team is expected to support the continuous improvement of the school's AVID system by completing the Elementary CCI early in the school year, aligning the initial findings with site goals to guide the AVID implementation, and using data and other evidence to document progress. The Elementary CCI is intended to be revisited regularly by the AVID Site Team and site leadership team to grow and expand the AVID experience schoolwide. Used in this way, sites are free to move in and out of different areas of the Elementary CCI depending on specific needs while maintaining and deepening the overall implementation fidelity of the system.

The Elementary CCI is structured around the four AVID Schoolwide Domains underpinning the AVID College and Career Readiness Framework: Instruction, Systems, Leadership, and Culture. The four Domains are further defined through Subdomains that monitor the level of AVID implementation using multiple Indicators. The overall AVID Certification status for an elementary school is determined based on the individual levels of implementation of each Subdomain and Domain and the submission of AVID's Site Data Collection form. The Elementary CCI represents cumulative growth over an individualized timeline to fully develop and sustain the AVID Elementary component of the AVID College and Career Readiness System.

The Elementary CCI is the primary resource and coaching guide for establishing and maintaining an AVID implementation designed to develop success skills in students and ensure equitable, relevant, and rigorous instruction in every classroom. It remains the cornerstone of AVID's annual certification process used to document and recognize the accomplishments of AVID implementing elementary schools.

How to Use This Instrument

I. Determining the Level of Implementation for Each Indicator

As a Site Team:

1. Read the header description located in the top left-hand corner and read the description for each Indicator from left to right.
2. Establish and check the appropriate level of implementation for each Indicator and decide on evidence sources and resources you will use for documentation. Bolded terms in the Elementary CCI are defined in the *AVID's Definitions of Terms* section.

II. Determining the Level of Implementation for Each Subdomain

There are two rating possibilities for each Subdomain: **Does Not Meet AVID Implementation Expectations** and **Meets AVID Implementation Expectations**. Follow the guidelines listed below to determine the level of implementation of each Subdomain except *WICOR* (see Step A for specific guidance on the *WICOR* Subdomain).

Does Not Meet AVID Implementation Expectations: The school does not meet the basic expectations for implementing AVID. More than one Indicator is rated "Does Not Meet AVID Implementation Expectations."

Meets AVID Implementation Expectations: The school meets the basic certification expectations for implementing AVID. No more than one Indicator is rated "Does Not Meet AVID Implementation Expectations." All other Indicators are rated "Meets AVID Implementation Expectations" or higher.

A. Determining the Level of Implementation for Domain: Instruction, Subdomain: WICOR

The *WICOR* Subdomain in the Instruction Domain encompasses AVID’s proven learning support structure, incorporating teaching and learning methodologies in the critical areas of Writing, Inquiry, Collaboration, Organization, and Reading (*WICOR*).

Does Not Meet AVID Implementation Expectations:

The school does not meet AVID implementation expectations. More than two Indicators are rated “Does Not Meet AVID Implementation Expectations.”

Meets AVID Implementation Expectations:

The school meets AVID implementation expectations. No more than two Indicators are rated “Does Not Meet AVID Implementation Expectations.”
All other Indicators are rated “Meets AVID Implementation Expectations.”

III. Determining the Level of Implementation for Each Domain

Calculate the overall level of implementation for each Domain by following the guidelines below:

Instruction

Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations
<i>WICOR</i> is rated “Does Not Meet AVID Implementation Expectations”	<i>WICOR</i> is rated “Meets AVID Implementation Expectations”

Systems

Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations
One or more Subdomains are rated “Does Not Meet AVID Implementation Expectations”	All Subdomains are rated “Meets AVID Implementation Expectations”

Leadership

Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations
One or more Subdomains are rated “Does Not Meet AVID Implementation Expectations”	All Subdomains are rated “Meets AVID Implementation Expectations”

Culture

Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations
One or more Subdomains are rated “Does Not Meet AVID Implementation Expectations”	All Subdomains are rated “Meets AVID Implementation Expectations”

IV. Determining the Overall Certification Level for Your School

The overall Elementary CCI certification level is based on the ratings for each of the four Domains.

Does Not Meet AVID Certification Expectations:

At least one of the Domains is rated “Does Not Meet AVID Implementation Expectations.”

AVID Certified Implementation:

All Domains are rated “Meets AVID Implementation Expectations.”

V. Submitting the Elementary CCI to AVID Center

At the end of this annual process, the AVID Administrator or Coordinator submits the completed Elementary CCI to the AVID District Director, who reviews, provides additional narrative, and submits it to AVID Center.

AVID's Definitions of Terms

- 1. The AVID College and Career Readiness Framework:** The AVID College and Career Readiness Framework provides a structure and common language for articulating AVID's theory of action for establishing equity and access to educational resources and experiences that promote college and career readiness in all students.
- 2. 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 Elementary students and improved academic performance for all students based on increased opportunities.
- 3. AVID Schoolwide Instruction:** The entire instructional staff utilizes AVID strategies, other best instructional practices, and 21st century tools to ensure AVID Elementary students are supported on the path to college and career readiness and all students are supported toward improved academic performance.
- 4. AVID Schoolwide Systems:** Systems that are in place to support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure improved academic performance for all AVID Elementary students on their pathway to college and career readiness.
- 5. AVID Schoolwide Leadership:** Leadership that sets the vision and tone that promote college and career readiness and high expectations for all students in the school.
- 6. AVID Schoolwide Culture:** AVID's philosophy progressively shifts beliefs and behaviors resulting in an increase of students continuing on their pathway to college and career readiness.
- 7. Academic Support Structures:** Supplemental academic services, such as additional tutoring, collaborative study group opportunities, and small group instruction within or outside of the regular class schedule that helps students succeed in rigorous curriculum and supports them on their pathway to post-secondary success.
- 8. Arthur Costa's Levels of Thinking:** Levels of thinking and questioning that offer a foundation for inquiry:
 - Level 1: Gathering – “On the page” or “From the book”
 - Level 2: Processing – “Between the lines” or “From the book and brain”
 - Level 3: Applying – “Off the page” or “From the brain”
- 9. Articulation:** The interrelationship and continuity of content, curriculum, and instruction across different courses, either within the same grade level (horizontal articulation) or from one grade level to the next (vertical articulation).
- 10. AVID-Center-Approved National Trainings:** AVID-Center-approved national trainings include Summer Institute, AVID DigitalXP™, AVID ElevateXP™, Path to Schoolwide trainings, and Leadership for College and Career Readiness (LCR).
- 11. AVID Elementary Grade Level:** Elementary grade level in which the majority of teachers are trained (through Summer Institute, DigitalXP, ElevateXP, Path to Schoolwide, and/or 12 hours of AVID Professional Learning Modules through district leadership) and implementing AVID.
- 12. AVID Elementary Student:** A student instructed by an AVID-Elementary-trained teacher (through Summer Institute, Path to Schoolwide, and/or 12 hours of AVID Professional Learning Modules through district leadership).
- 13. AVID Leadership Trainings:** Approved AVID Leadership trainings include Summer Institute Leadership strands, DigitalXP Leadership Community of Practice, ElevateXP: Leading Change for Educational Equity (LCEE), AVID Leadership for College and Career Readiness (LCR), Leadership for AVID Schoolwide Path training, and/or other comparable AVID Regional Leadership trainings facilitated by AVID Center regional staff.
- 14. AVID Site Team:** 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.

- 15. AVID Strategies:** Practices and methodologies, applicable in any content area, that support students in developing the college and career readiness skills of writing, inquiry, collaboration, organization, and reading, which allow students to have access to rigorous curriculum.
- 16. AVID-Trained:** When reporting this metric, indicate the percentage of staff on your campus who have attended Summer Institute, AVID DigitalXP, AVID ElevateXP, or Path to Schoolwide, which are the most comprehensive AVID training experiences, or have graduated from an AVID Teacher Preparation program. Additional trainings to support meeting this metric might include attendance at regional trainings equaling 12 hours (facilitated by a program manager or consultant) and/or a minimum of 12 hours of training provided by a District Director or Staff Developer using modules from the AVID Professional Learning Modules Library (available on MyAVID).
- 17. Collaborative Study Groups:** A structure by which students and/or teachers identify a specific question from a content area, collaborate to develop and deepen their understanding through Socratic inquiry, and apply their new learning in order to enhance classroom performance.
- 18. 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.
- 19. College and Career Readiness:** The outcome of three critical components: rigorous academic preparedness, opportunity knowledge, and student agency; resulting in the belief and confidence that students can succeed.
- 20. College-Going Environment:** A school climate in which college attendance and enrollment are evident, and students are actively guided by faculty and staff to meet college and career readiness requirements.
- 21. College Talk:** A discussion where faculty and staff share their own experiences, including their college decision-making process and general information about the college environment, which imparts confidence in students that college pathways are open to all of them (MacDonald & Dorr, 2006).
- 22. Information, Communications, and Technology (ICT):** The use of digital tools to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy.
- 23. Master Schedule:** The course schedule for the entire school, including its associated terms, periods, and days, that is accessible to teachers, parents, and students.
- 24. Open and Equal Access:** Policies, procedures, and processes that ensure students' access to rigorous curriculum and instruction.
- 25. Philosophical Chairs:** An inquiry-based strategy 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.
- 26. Professional Learning Community (PLC):** A group of teachers and/or school leaders who meet regularly, work collaboratively, and share expertise in order to promote professional growth, enhance teaching skills, and improve students' academic performance.
- 27. Rigor:** Using inquiry-based collaborative strategies to challenge and engage students in content resulting in increasingly complex levels of understanding.
- 28. Scaffolding:** In education, scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process (definition sourced from edglossary.org).
- 29. School Leadership Team (SLT):** A team on campus that includes the principal, representation from the AVID Site Team, and other staff involved with initiatives that support the implementation of AVID schoolwide.
- 30. Socratic Seminar:** A structured collaborative dialogue, focusing on a common text or resource, which students have analyzed and toward which they have prepared questions to spur the discussion.
- 31. Staffing Data:** Site and/or district leaders analyze enrollment and performance data to guide decision-making in terms of teacher placement of grade level, subject area, etc.
- 32. Stakeholders:** Students, faculty and staff, parents, families, and community members who have a vested interest in the school's outcomes and in the academic success of its students.

33. Structures for Collaboration: Strategies designed to support collaboration in which students effectively share information amongst peers by working in various group configurations to engage with subject matter.

34. WICOR: Key methodologies used in an AVID Elementary and Elective classroom and AVID Schoolwide site; symbolizes Writing, Inquiry, Collaboration, Organization, and Reading.

- **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 AVID curriculum supports writing through the use of focused note-taking, learning logs, quickwrites and reflections, process writing, peer evaluation, and authentic writing.
- **Inquiry** is uncovering one's understanding; asking critical questions; and engaging in thinking, learning, and discussion. Students who inquire analyze and synthesize materials or ideas, clarify their own thinking, probe others' thinking, and work through ambiguity. The AVID curriculum supports inquiry through the use of skilled questioning techniques, Costa's Levels of Thinking, Socratic Seminars, tutorials, investigations, and guiding questions.

- **Collaboration** is teamwork with shared responsibility; 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. The AVID curriculum supports collaboration through Socratic Seminars, tutorials, Philosophical Chairs, group activities and projects, peer editing groups, and service learning projects.

- **Organization** is managing materials and practicing methodical study habits; planning and prioritizing school, work, and social tasks; engaging in mental preparation and goal-setting; and strategically and intentionally taking responsibility for one's own learning. Students who organize develop and use processes, procedures, and tools to study effectively; manage their time through prioritizing and goal-setting; are prepared for courses; participate during instruction; interact with instructors; self-direct, self-evaluate, self-monitor, and self-advocate. The AVID curriculum supports organization through the use of binders/eBinders and organizational tools, calendars, planners, agendas, graphic organizers, a focused note-taking system, tutorials and study groups, and project planning and SMART goals.

- **Reading** is strategically gaining meaning, understanding, and knowledge from print and other media; 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 AVID curriculum supports reading through the use of deep reading strategies, note-taking, graphic organizers, vocabulary building, summarizing, and academic thinking skills.

References:

Conley, D. T. (2007). *Redefining College Readiness*. Prepared for the Bill & Melinda Gates Foundation. Retrieved from <https://files.eric.ed.gov/fulltext/ED539251.pdf>

MacDonald, M. F., & Dorr, A. (2006). *Creating a College Going Culture*. Los Angeles, CA: UCLA and LACOE. Retrieved from <http://apep.gseis.ucla.edu/bestla/BEST-CreateCollegeCultConf.pdf>



I. AVID Schoolwide Instruction

AVID Schoolwide instruction occurs when the entire instructional staff utilizes **AVID strategies**, other best instructional practices, and 21st century tools to ensure **AVID Elementary students** are supported on the path to **college and career readiness** and all students are supported toward improved academic performance.

AVID Elementary grade level is defined as the majority of teachers trained (through **AVID-Center-approved national trainings** and/or 12 hours of AVID Professional Learning Modules through district leadership) and implementing AVID. An **AVID Elementary student** is defined as a student instructed by an AVID-Elementary-trained teacher (through **AVID-Center-approved national trainings** and/or 12 hours of AVID Professional Learning Modules through district leadership).

1. WICOR (Writing, Inquiry, Collaboration, Organization, and Reading)	Rating for WICOR	
AVID’s proven learning support structure incorporates teaching and learning methodologies in the critical areas of Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) . WICOR provides a learning model that educators can use to guide students in comprehending concepts and articulating ideas at increasingly complex levels (scaffolding) within developmental, general education, and discipline-based curricula.	Number of Indicators at Each Level: Does Not Meet AVID Implementation Expectations Meets AVID Implementation Expectations Emerging AVID Schoolwide Sustaining AVID Schoolwide	Overall Level for WICOR: _____

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- Students’ organizational tools (e.g., folder system, binders/eBinders, and/or portfolios)
- Use of AVID Elementary Weekly
- Use of time management skills (e.g., keeping agendas and planning calendars)
- Use of current AVID resources
- Use of primary adaptation suggestions in AVID Elementary Foundations resource (e.g., sketch/draw, sentence stems, anchor charts, modeling, think aloud)
- Evaluations/samples of professional learning related to **WICOR**
- Observations of effective **WICOR** strategies used in classes
- Lesson plans and work samples from teachers and students
- Use of AVID Focused Note-Taking curriculum (e.g., two- and three-column notes, Cornell notes)
- Grade-appropriate technology integration (e.g., cloud-based tools, student response devices, applications, interactive boards, video/recording devices)

1. WICOR (Writing, Inquiry, Collaboration, Organization, and Reading)					
Indicator	AVID Criteria	AVID Elementary students...	AVID Elementary students in one grade level...	AVID Elementary students in two or more grade levels...	Elementary students throughout the school...
1	Learning Through Writing	<input type="checkbox"/> do <i>not</i> routinely spend time processing content through writing (e.g., learning logs, quickwrites, annotation, etc.).	<input type="checkbox"/> routinely spend time processing content through writing (e.g., learning logs, quickwrites, annotation, etc.).	<input type="checkbox"/> routinely spend time processing content through writing (e.g., learning logs, quickwrites, annotation, etc.).	<input type="checkbox"/> routinely spend time processing content through writing (e.g., learning logs, quickwrites, annotation, etc.).

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

Indicator	AVID Criteria	AVID Elementary students...	AVID Elementary students in one grade level...	AVID Elementary students in two or more grade levels...	Elementary students throughout the school...
2	Writing Process	<input type="checkbox"/> do <i>not</i> routinely spend time writing to clarify and organize experiences (e.g., pre-writing, drafting, revising, polishing or editing, and publishing).	<input type="checkbox"/> routinely spend time writing to clarify and organize experiences (e.g., pre-writing, drafting, revising, polishing or editing, and publishing).	<input type="checkbox"/> routinely spend time writing to clarify and organize experiences (e.g., pre-writing, drafting, revising, polishing or editing, and publishing).	<input type="checkbox"/> routinely spend time writing to clarify and organize experiences (e.g., pre-writing, drafting, revising, polishing or editing, and publishing).
3	Focused Note-Taking	<input type="checkbox"/> do <i>not</i> routinely use focused note-taking strategies (e.g., two- and three-column notes, graphic organizers, and/or Cornell notes).	<input type="checkbox"/> routinely use focused note-taking strategies (e.g., two- and three-column notes, graphic organizers, and/or Cornell notes).	<input type="checkbox"/> routinely use focused note-taking strategies (e.g., two- and three-column notes, graphic organizers, and/or Cornell notes).	<input type="checkbox"/> routinely use focused note-taking strategies, consistently use higher-level questioning/ thinking in their notes, and demonstrate critical thinking skills in their notes (e.g., two- and three-column notes, graphic organizers, and/or Cornell notes).
4	Higher-Level Thinking	<input type="checkbox"/> do <i>not</i> routinely participate in questioning and Costa's Levels of Thinking during class lessons, discussions, and problem-solving activities.	<input type="checkbox"/> actively participate in questioning and Costa's Levels of Thinking during class lessons, discussions, and problem-solving activities.	<input type="checkbox"/> actively participate in questioning and Costa's Levels of Thinking during class discussions, problem-solving activities, and/or Collaborative Study Groups .	<input type="checkbox"/> actively participate in questioning and Costa's Levels of Thinking during class discussions, problem-solving activities, and/or Collaborative Study Groups .
5	Structures for Inquiry	<input type="checkbox"/> do <i>not</i> routinely participate in inquiry strategies that promote asking higher-level questions (e.g., Socratic Seminars, Philosophical Chairs, and/or Collaborative Study Groups).	<input type="checkbox"/> routinely participate in inquiry strategies that promote asking higher-level questions (e.g., Socratic Seminars, Philosophical Chairs, and/or Collaborative Study Groups).	<input type="checkbox"/> routinely participate in inquiry strategies that promote asking higher-level questions (e.g., Socratic Seminars, Philosophical Chairs, and/or Collaborative Study Groups).	<input type="checkbox"/> routinely participate in inquiry strategies that promote asking higher-level questions (e.g., Socratic Seminars, Philosophical Chairs, and/or Collaborative Study Groups).

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

Indicator	AVID Criteria	AVID Elementary students...	AVID Elementary students in one grade level...	AVID Elementary students in two or more grade levels...	Elementary students throughout the school...
6	Access Digital Information	<input type="checkbox"/> do <i>not</i> receive instruction from AVID Elementary teachers on how to gather, process, analyze, and/or apply digital information from multiple sources effectively.	<input type="checkbox"/> receive instruction and experience guided practice on how to gather, process, analyze, and/or apply digital information from multiple sources effectively.	<input type="checkbox"/> gather, process, analyze, and/or apply digital information from multiple sources effectively.	<input type="checkbox"/> demonstrate skills in gathering, processing, analyzing, and/or applying digital information from multiple sources effectively.
7	Technology as a Tool for Collaboration	<input type="checkbox"/> do <i>not</i> use technology and Information, Communications, and Technology (ICT) resources as a tool for collaboration either synchronously (e.g., video conferencing and/or cloud-based productivity tools) or asynchronously (e.g., forums and blogs).	<input type="checkbox"/> use technology and ICT resources as a tool for collaboration both synchronously (e.g., video conferencing and/or cloud-based productivity tools) and/or asynchronously (e.g., <i>grade-appropriate technology integration such as cloud-based tools, student response devices, applications, interactive boards, or video/recording devices</i>).	<input type="checkbox"/> use technology and ICT resources as a tool for collaboration both synchronously (e.g., video conferencing and/or cloud-based productivity tools) and asynchronously (e.g., <i>grade-appropriate technology integration such as cloud-based tools, student response devices, applications, interactive boards, or video/recording devices</i>).	<input type="checkbox"/> use technology and ICT resources as a tool for collaboration both synchronously (e.g., video conferencing and/or cloud-based productivity tools) and asynchronously (e.g., <i>grade-appropriate technology integration such as cloud-based tools, student response devices, applications, interactive boards, or video/recording devices</i>).
8	Structures for Collaboration	<input type="checkbox"/> do <i>not</i> routinely use structures for collaboration (e.g., WICOR Study Buddies, Jigsaw, Four Corners, Collaborative Group Roles, etc.).	<input type="checkbox"/> routinely use structures for collaboration and are provided opportunities to work collaboratively (e.g., WICOR Study Buddies, Jigsaw, Four Corners, Collaborative Group Roles, etc.).	<input type="checkbox"/> routinely use structures for collaboration and are provided opportunities to work collaboratively (e.g., WICOR Study Buddies, Jigsaw, Four Corners, Collaborative Group Roles, etc.).	<input type="checkbox"/> routinely use structures for collaboration and are provided opportunities to work collaboratively (e.g., WICOR Study Buddies, Jigsaw, Four Corners, Collaborative Group Roles, etc.).

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

Indicator	AVID Criteria	AVID Elementary students...	AVID Elementary students in one grade level...	AVID Elementary students in two or more grade levels...	Elementary students throughout the school...
9	Organizational Methods (Goal-Setting)	<input type="checkbox"/> do <i>not</i> set goals and consistently monitor their academic progress to ensure success in their path to college and career readiness .	<input type="checkbox"/> set goals and consistently monitor their academic progress to ensure success in their path to college and career readiness .	<input type="checkbox"/> set goals and consistently monitor their academic progress to ensure success in their path to college and career readiness .	<input type="checkbox"/> set and review their goals and consistently monitor their academic progress to ensure success in their path to college and career readiness .
10	AVID Organizational Tools	<input type="checkbox"/> do <i>not</i> routinely use AVID organizational tools (e.g., the AVID binder/eBinder, portfolios, graphic organizers, and planning calendars) to keep track of coursework and to organize their thinking and learning.	<input type="checkbox"/> routinely use AVID organizational tools (e.g., the AVID binder/eBinder, portfolios, graphic organizers, and planning calendars) to keep track of coursework and to organize their thinking and learning.	<input type="checkbox"/> routinely use AVID organizational tools (e.g., the AVID binder/eBinder, portfolios, graphic organizers, and planning calendars) to keep track of coursework and to organize their thinking and learning.	<input type="checkbox"/> routinely use AVID organizational tools (e.g., the AVID binder/eBinder, portfolios, graphic organizers, and planning calendars) to keep track of coursework and to organize their thinking and learning.
11	Critical Reading Process	<input type="checkbox"/> do <i>not</i> routinely use the critical reading process to increase comprehension skills (e.g., Building Vocabulary, Predicting, Marking the Text, and Writing in the Margins).	<input type="checkbox"/> routinely use the critical reading process to increase comprehension skills (e.g., Building Vocabulary, Predicting, Marking the Text, and Writing in the Margins).	<input type="checkbox"/> routinely use the critical reading process to access increasingly more rigorous texts.	<input type="checkbox"/> routinely use the critical reading process to access increasingly more rigorous texts.

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

Indicator	AVID Criteria	The AVID Site Team...	The AVID Site Team...	The AVID Site Team...	The AVID Site Team...
12	WICOR Strategies	<input type="checkbox"/> does <i>not</i> use WICOR strategies.	<input type="checkbox"/> uses WICOR strategies in the AVID Elementary classroom.	<input type="checkbox"/> and at least 50% of teachers throughout the school routinely use WICOR strategies.	<input type="checkbox"/> and at least 70% of teachers throughout the school routinely use WICOR strategies.

What are some of the particular strengths of **AVID Schoolwide Instruction** at your school?

What aspects of **AVID Schoolwide Instruction** have room for growth at your school? How might you address these in your AVID site goals?

II. AVID Schoolwide Systems



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

1. Management of AVID Elementary Implementation	Rating for Management of AVID Elementary Implementation	
<p>Management of AVID Elementary Implementation ensures the alignment of systems through accountability, collaboration, and calibration.</p>	<p>Number of Indicators at Each Level: Does Not Meet AVID Implementation Expectations Meets AVID Implementation Expectations Exceeds AVID Implementation Expectations</p>	<p>Overall Level for Management of AVID Elementary Implementation:</p> <hr/>

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- AVID site goals
- **AVID Site Team** meeting schedule/minutes
- Professional Learning Community (PLC) minutes

1. Management of AVID Elementary Implementation				
Indicator	AVID Criteria	The AVID Site Team...	The AVID Site Team...	The AVID Site Team...
1	Site Goals	<input type="checkbox"/> does <i>not</i> develop AVID site goals that address the implementation of AVID.	<input type="checkbox"/> collaborates to develop, write, and implement AVID site goals that address AVID implementation.	<input type="checkbox"/> uses AVID site goals document as “a living document” that is discussed at each Site Team meeting and revised according to data and certification results.
2	Collaboration on Access to Rigorous Curriculum	<input type="checkbox"/> does <i>not</i> meet at least quarterly to collaborate and advocate on issues of planning, logistics, and awareness of AVID Elementary strategies to provide students with access to rigorous curriculum at each grade level.	<input type="checkbox"/> meets at least quarterly to collaborate and advocate on issues of planning, logistics, and awareness of AVID Elementary strategies to provide students with access to rigorous curriculum at each grade level.	<input type="checkbox"/> meets at least monthly to collaborate and advocate on planning, logistics, and student access, and influences school policy concerning student access to rigorous curriculum at each grade level.
3	Quality of Implementation	<input type="checkbox"/> does <i>not</i> assume responsibility for aspects of AVID Elementary implementation beyond attending Site Team meetings.	<input type="checkbox"/> assumes responsibility for AVID Elementary implementation, supports AVID Elementary teachers, and advocates for access and equity.	<input type="checkbox"/> provides proactive support to the AVID administrator, AVID Elementary teachers, faculty, and staff in the implementation and operation of AVID, and advocates for access and equity.

2. Access to Rigor and Student Support	Rating for Access to Rigor and Student Support	
<p>Access to Rigor and Student Support ensures the master schedule, curriculum, instructional practices, and academic support structures are in place and implemented to promote students' access to and success in rigorous curriculum.</p>	<p>Number of Indicators at Each Level:</p> <p>Does Not Meet AVID Implementation Expectations Meets AVID Implementation Expectations Emerging AVID Schoolwide Sustaining AVID Schoolwide</p>	<p>Overall Level for Access to Rigor and Student Support:</p> <hr style="width: 100%;"/>

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- *Reviews of the **master schedule***
- *AVID Elementary progression of **WICOR** skills*
- ***Academic support structures** (e.g., flexible grouping, Collaborative Study Groups, mentoring)*
- *Use of AVID Elementary Foundations: A Schoolwide Implementation Resource book*
- *Teacher and classroom observations*
- *Academic support schedules (i.e., when support is offered to students)*

2. Access to Rigor and Student Support

Indicator	AVID Criteria	Principal and School Leadership Team (SLT)...	Principal and School Leadership Team (SLT)...	Principal and School Leadership Team (SLT)...	Principal and School Leadership Team (SLT)...
4	Grade-Level Vertical and Horizontal Articulation	<input type="checkbox"/> do <i>not</i> implement a system of grade-level vertical and horizontal articulation that helps ensure all AVID Elementary students are supported on their path to college and career readiness .	<input type="checkbox"/> implement a system of grade-level vertical and horizontal articulation that helps ensure AVID Elementary students are supported on their path to college and career readiness .	<input type="checkbox"/> implement a system of grade-level vertical and horizontal articulation that helps ensure AVID Elementary students and students throughout the elementary school are supported on their path to college and career readiness .	<input type="checkbox"/> implement a system of grade-level vertical and horizontal articulation , including the expansion of AVID to feeder schools (including schools that may or may not have AVID) that helps ensure students throughout the school are supported on their path to college and career readiness .
5	Academic Support Structures and Rigorous Instructional Practices	<input type="checkbox"/> do <i>not</i> implement academic support structures and scaffolded, rigorous instructional practices to help ensure AVID Elementary students develop deeper levels of understanding in rigorous work.	<input type="checkbox"/> implement academic support structures and scaffolded, rigorous instructional practices to help ensure AVID Elementary students develop deeper levels of understanding in rigorous work.	<input type="checkbox"/> implement academic support structures and scaffolded, rigorous instructional practices to help ensure AVID Elementary students and students throughout the elementary school develop deeper levels of understanding in rigorous work.	<input type="checkbox"/> implement, monitor, and adjust academic support structures and rigorous instructional practices as needed to ensure students throughout the school develop deeper levels of understanding in rigorous work.

3. Assessment of Student Progress	Rating for Assessment of Student Progress	
<p>Assessment of Student Progress demonstrates that an increasing number of students are meeting benchmarks in core content areas to ensure they are prepared to enroll and succeed in increasingly rigorous courses.</p>	<p>Number of Indicators at Each Level: Does Not Meet AVID Implementation Expectations Meets AVID Implementation Expectations Emerging AVID Schoolwide Sustaining AVID Schoolwide</p>	<p>Overall Level for Assessment of Student Progress:</p> <hr/>

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- Report cards and/or student grades
- School Improvement Plan (SIP)
- School- and classroom-level assessments
- SMART goals/grade-level priorities
- **WICOR** progression matrix
- AVID Elementary assessment data

3. Assessment of Student Progress					
Indicator	AVID Criteria	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
6	Grades of Proficient or Better	<input type="checkbox"/> Fewer than 50% of AVID Elementary students received grades of proficient or better on the previous formal grading period report card in each of their core academic courses.	<input type="checkbox"/> At least 50% of AVID Elementary students received grades of proficient or better on the previous formal grading period report card in each of their core academic courses.	<input type="checkbox"/> At least 50% of <i>all</i> students received grades of proficient or better on the previous formal grading period report card in each of their core academic courses.	<input type="checkbox"/> At least 70% of <i>all</i> students received grades of proficient or better on the previous formal grading period report card in each of their core academic courses.

3. Assessment of Student Progress

Indicator	AVID Criteria	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
DATA COLLECTION AND ANALYSIS (ALL SCHOOLS)					
7	AVID Center Data	<input type="checkbox"/> AVID Center data are <i>not</i> analyzed to improve AVID implementation for AVID Elementary students .	<input type="checkbox"/> AVID Center data are analyzed to improve AVID Elementary implementation.	<input type="checkbox"/> AVID Center data are analyzed to expand AVID Schoolwide .	<input type="checkbox"/> AVID Center data are analyzed to sustain AVID Schoolwide for students throughout the school.
8	Standardized Test Data and/or Outcome Data	<input type="checkbox"/> Standardized/localized test data and/or outcome data are <i>not</i> analyzed to inform instruction for AVID Elementary students and assess the quality of AVID implementation.	<input type="checkbox"/> Standardized/localized test data and/or outcome data are analyzed to inform instruction and assess achievement of AVID Elementary students , as well as to assess the quality of AVID implementation.	<input type="checkbox"/> Standardized/localized test data and/or outcome data are analyzed to inform instruction and assess achievement of AVID Elementary students throughout the school, as well as to assess the quality of schoolwide implementation.	<input type="checkbox"/> Standardized/localized test data and/or outcome data are analyzed to sustain schoolwide implementation and to inform instruction and assess achievement for all students, and has led to changes in policy and instructional decision-making schoolwide.
9	AVID Elementary SMART Goals	<input type="checkbox"/> AVID Elementary teachers do <i>not</i> review and refine AVID Elementary SMART goals.	<input type="checkbox"/> AVID Elementary teachers review and refine AVID Elementary SMART goals in at least one AVID Elementary grade level .	<input type="checkbox"/> AVID Elementary teachers review and refine AVID Elementary SMART goals related to the AVID Elementary Articulation Plan in at least two AVID Elementary grade levels .	<input type="checkbox"/> The AVID Site Team meets 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.
10	AVID Elementary Assessments	<input type="checkbox"/> AVID Elementary (AE) Assessments are <i>not</i> administered and analyzed to inform instruction.	<input type="checkbox"/> AE Assessments are administered (three times per year) in grades 3–6, and data is analyzed to inform instruction in at least one AVID Elementary grade level .	<input type="checkbox"/> AE Assessments are administered (three times per year) in grades 3–6, and data is analyzed to inform instruction in at least two AVID Elementary grade levels .	<input type="checkbox"/> AE Assessments are administered (three times per year) in grades 3–6, and the AVID Site Team meets to collect and disaggregate ongoing assessment data to inform vertical and horizontal progression of skills across the site.

4. Professional Learning	Rating for Professional Learning	
<p>AVID Professional Learning ensures that AVID Elementary teachers, school leadership, and other faculty and staff receive professional learning in AVID learning strategies, methodologies, and structures to ensure college and career readiness for students.</p>	<p>Number of Indicators at Each Level:</p> <p>Does Not Meet AVID Implementation Expectations Meets AVID Implementation Expectations Emerging AVID Schoolwide Sustaining AVID Schoolwide</p>	<p>Overall Level for Professional Learning:</p> <hr/>

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- Multi-year professional learning plan
- Records of staff attendance at **AVID-Center-approved national trainings**
- Professional learning meetings/minutes
- List of professional learning opportunities and presenters

4. Professional Learning					
Indicator	AVID Criteria	The AVID Site Team...	The AVID Site Team...	Teachers, counselors, and administrators...	Teachers, counselors, and administrators...
11	AVID-Trained in WICOR Methodologies	<input type="checkbox"/> is <i>not</i> AVID-trained in WICOR methodologies through AVID-Center-approved national and regional trainings .	<input type="checkbox"/> is AVID-trained in WICOR methodologies through AVID-Center-approved national and regional trainings .	<input type="checkbox"/> (at least 40%) are AVID-trained in WICOR methodologies through AVID-Center-approved national and regional trainings .	<input type="checkbox"/> (at least 60%) are AVID-trained in WICOR methodologies through AVID-Center-approved national and regional trainings . There is a multi-year plan for AVID professional learning to help maintain 60% of AVID-trained staff.
12	AVID Instructional Methodologies	<input type="checkbox"/> does <i>not</i> collaborate to increase awareness about AVID to other faculty and staff.	<input type="checkbox"/> collaborates to increase awareness about AVID to other faculty and staff.	<input type="checkbox"/> receive professional learning from the AVID Site Team on AVID instructional methodologies.	<input type="checkbox"/> receive professional learning from the AVID Site Team on AVID instructional methodologies, and it is part of the school's overall professional learning plan.

4. Professional Learning					
Indicator	AVID Criteria	Principal, SLT, and/or site administrators...	Principal, SLT, and/or site administrators...	Principal, SLT, and/or site administrators...	Principal, SLT, and/or site administrators...
13	Leadership Trainings	<input type="checkbox"/> have <i>not</i> attended at least one of the AVID Leadership trainings .	<input type="checkbox"/> have attended at least one of the AVID Leadership trainings .	<input type="checkbox"/> have each attended more than one of the AVID Leadership trainings .	<input type="checkbox"/> have attended more than one of the AVID Leadership trainings and have applied their training to sustain schoolwide college and career readiness .
14	Professional Learning in AVID Strategies and Structures	<input type="checkbox"/> do(es) <i>not</i> ensure financial resources and personnel are available to support professional learning in AVID strategies and structures.	<input type="checkbox"/> ensure(s) financial resources and personnel are available to support professional learning in AVID strategies and structures.	<input type="checkbox"/> ensure(s) processes are in place to support ongoing professional learning in AVID strategies and structures for all faculty and staff.	<input type="checkbox"/> ensure(s) processes are in place to monitor, coach, and adjust the implementation of professional learning, and professional learning is embedded in daily routines and release days for peer observations and coaching/mentoring.

What are some of the particular strengths of **AVID Schoolwide Systems** at your school?

What aspects of **AVID Schoolwide Systems** have room for growth at your school? How might you address these in your AVID site goals?

III. AVID Schoolwide Leadership



AVID Schoolwide leadership sets the vision and tone that promote college and career readiness and high expectations for all students in the school.

1. College and Career Readiness Mission and Vision	Rating for College and Career Readiness Mission and Vision	
<p>The school's College and Career Readiness Mission and Vision is aligned with AVID's philosophy for college and career readiness, reflected in site decisions, documents, and policies, and supported by all stakeholders (faculty, staff, students, families, and community members).</p>	<p>Number of Indicators at Each Level:</p> <ul style="list-style-type: none"> Does Not Meet AVID Implementation Expectations Meets AVID Implementation Expectations Emerging AVID Schoolwide Sustaining AVID Schoolwide 	<p>Overall Level for College and Career Readiness Mission and Vision:</p> <hr/>

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- Documentation of annual review of schoolwide goals and benchmarks
- School policy and vision statement
- School Improvement Plan (SIP)
- Documentation of steps to implement the SIP
- District Strategic Plan
- Evidence of communication efforts (e.g., newsletters, meeting minutes, posters, agendas, websites, assemblies, etc.)
- Data that supports meeting benchmarks/goals (e.g., **master schedule**, staffing lists, budgets, AVID site goals, etc.)
- Professional learning agendas/activities

1. College and Career Readiness Mission and Vision					
Indicator	AVID Criteria	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
1	School Mission and Vision Are Aligned With AVID	<input type="checkbox"/> The school's mission and vision are <u>not</u> aligned with AVID's mission and vision for students on their path to college and career readiness .	<input type="checkbox"/> The school's mission and vision are aligned with AVID's mission and vision for students on their path to college and career readiness , <u>but</u> are not evident in school policies, practices, and procedures.	<input type="checkbox"/> The school's mission and vision are aligned with AVID's mission and vision for students on their path to college and career readiness <u>and</u> are evident in school policies, practices, and procedures.	<input type="checkbox"/> The school's mission and vision are aligned with AVID's mission and vision for students on their path to college and career readiness , which serve as a foundation for decision-making and are integrated throughout existing school documents such as the School Improvement Plan.
2	Communicate School Mission and Vision to Stakeholders	<input type="checkbox"/> Principal and School Leadership Team (SLT) do <u>not</u> communicate the school's mission and vision to stakeholders , including faculty and staff, students, families, and community members.	<input type="checkbox"/> Principal and SLT communicate the school's mission and vision to a <u>majority</u> of stakeholders , including faculty and staff, students, families, and community members.	<input type="checkbox"/> Principal and SLT communicate the school's mission and vision to <u>all</u> stakeholders , including faculty and staff, students, families, and community members.	<input type="checkbox"/> Principal and SLT communicate the school's mission and vision, and stakeholders (including faculty and staff, students, families, and community members) embrace and support the school's mission and vision.

2. Representative Governance	Rating for Representative Governance	
<p>Representative Governance focuses on the composition of the school leadership and AVID Site Team such as the principal, faculty and staff, and other relevant stakeholders who work collaboratively to promote college and career readiness and high expectations for all students.</p>	<p>Number of Indicators at Each Level: Does Not Meet AVID Implementation Expectations Meets AVID Implementation Expectations Emerging AVID Schoolwide Sustaining AVID Schoolwide</p>	<p>Overall Level for Representative Governance:</p> <p>_____</p>

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- *SLT membership list*
- *Composition of SLT and AVID Site Team*
- **AVID Site Team membership list (roles and responsibilities)**
- *Needs assessment results*
- *Meeting agendas or minutes that demonstrate collaborative decision-making*

2. Representative Governance

Indicator	AVID Criteria	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
3	School Leadership Team (SLT) Composition	<input type="checkbox"/> SLT does <i>not</i> include any representation from the AVID Site Team .	<input type="checkbox"/> SLT has a dedicated position for AVID Site Team representation, which might include AVID Elementary teachers from implementing grade levels.	<input type="checkbox"/> SLT has a dedicated position for AVID Site Team representation and works collaboratively to ensure decision-making processes are filtered through the aligned AVID and school mission and vision.	<input type="checkbox"/> Furthermore, SLT members have participated in Leadership for College and Career Readiness (LCR) or Leading Change for Educational Equity (LCEE). OR AVID Site Team and SLT are combined.
4	AVID Site Team Composition	<input type="checkbox"/> AVID Site Team does <i>not</i> meet the minimum requirement outlined in the <i>Meets AVID Implementation Expectations</i> requirement.	<input type="checkbox"/> AVID Site Team includes the administration and AVID Elementary teachers.	<input type="checkbox"/> At least 30% 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.	<input type="checkbox"/> At least 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.
5	SLT and AVID Site Team Collaboration	<input type="checkbox"/> SLT, AVID Site Team, and principal do <i>not</i> have a plan in place for how to make decisions collaboratively that promote college and career readiness and high expectations of students.	<input type="checkbox"/> SLT, AVID Site Team, and principal have a plan in place for how to make decisions that promote college and career readiness and high expectations of students.	<input type="checkbox"/> SLT, AVID Site Team, and principal collaboratively make decisions that promote college and career readiness and high expectations of students.	<input type="checkbox"/> SLT, AVID Site Team, and principal collaboratively make decisions that promote college and career readiness and high expectations of students, AND have a clear and concise process in place to sustain a strong collaborative team over time and through staff transitions.

3. Pathway to College and Career Readiness	Rating for Pathway to College and Career Readiness	
<p>A Pathway to College and Career Readiness ensures school documents and policies such as the School Improvement Plan (SIP), District Strategic Plan, and funding mechanisms are aligned with AVID’s philosophy of college and career readiness that helps ensure students have open and equal access to rigorous curriculum.</p>	<p>Number of Indicators at Each Level: Does Not Meet AVID Implementation Expectations Meets AVID Implementation Expectations Emerging AVID Schoolwide Sustaining AVID Schoolwide</p>	<p>Overall Level for Pathway to College and Career Readiness:</p> <hr style="width: 100%;"/>

Examples of Evidence Sources and Resources

- The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.**
- Documentation of annual review of schoolwide goals and benchmarks
 - School policy and vision statement
 - **Master schedule**
 - Student/family handbook
 - School/district budget
 - School Improvement Plan (SIP)
 - Staff development meeting logs
 - Planning documents for addressing barriers to equity

3. Pathway to College and Career Readiness

Indicator	AVID Criteria	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
6	AVID Is Included in School/District Budgets	<input type="checkbox"/> Funding for AVID Elementary is <i>not</i> included in annual school and/or district budgets.	<input type="checkbox"/> Funding for AVID Elementary is included in annual school and/or district budgets.	<input type="checkbox"/> Funding for AVID Elementary expansion to multiple grade levels is included in annual school and/or district budgets.	<input type="checkbox"/> Long-term funding mechanisms are in place for the expansion and/or sustainability of AVID Elementary in the majority of grade levels represented at an AVID Elementary school.
7	Address Barriers to Access and Equity	<input type="checkbox"/> Principal and SLT do <i>not</i> examine barriers to access and equity in school policies, differentiated instruction opportunities, and written documents, including student grouping patterns with attention to demographics and ability.	<input type="checkbox"/> Principal and SLT examine barriers to access and equity in school policies, differentiated instruction opportunities, and written documents, including student grouping patterns with attention to demographics and ability.	<input type="checkbox"/> Principal and SLT examine and develop a plan to confront barriers to access and equity in school policies, differentiated instruction, and written documents, including student grouping patterns with attention to demographics and ability.	<input type="checkbox"/> Principal and SLT implement a plan throughout the school to confront barriers and equity in school policies, differentiated instruction, and written documents <u>and</u> ensure student success in rigorous curriculum.

What are some of the particular strengths of **AVID Schoolwide Leadership** at your school?

What aspects of **AVID Schoolwide Leadership** have room for growth at your school? How might you address these in your AVID site goals?

IV. AVID Schoolwide Culture



AVID Schoolwide culture is evident when the AVID philosophy progressively shifts beliefs and behaviors resulting in an increase of students continuing on their pathway to **college and career readiness**.

1. Rigor	Rating for Rigor	
A culture of Rigor ensures WICOR strategies are implemented effectively to help all students access rigorous curriculum through relevant and differentiated opportunities in an environment that promotes college and career readiness .	Number of Indicators at Each Level: Does Not Meet AVID Implementation Expectations Meets AVID Implementation Expectations Emerging AVID Schoolwide Sustaining AVID Schoolwide	Overall Level for Rigor: <hr/>

Examples of Evidence Sources and Resources

<p>The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.</p> <ul style="list-style-type: none"> <i>Originality and inventiveness in student work</i> <i>Participation in professional learning opportunities</i> <i>Professional learning opportunities available</i> <i>Classroom observations and walkthroughs</i> 		<ul style="list-style-type: none"> <i>Meeting agendas or sign-in sheets where rigor and high expectations are the focus</i> <i>School policy/protocol that addresses the use of scaffolding of instruction</i> Professional Learning Communities (PLCs) 	
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1. Rigor

Indicator	AVID Criteria	The school does <i>not</i> value a culture of rigor...	The school values a culture of rigor...	The school values a culture of rigor...	The school values a culture of rigor...
1	WICOR, Scaffolding, and Rigorous Instructional Practices	<input type="checkbox"/> that supports members of the AVID Site Team using WICOR strategies, including scaffolding and rigorous instructional practices.	<input type="checkbox"/> that supports members of the AVID Site Team within one grade level using WICOR strategies, including scaffolding and rigorous instructional practices.	<input type="checkbox"/> that supports members of the AVID Site Team within two grade levels using WICOR strategies, including scaffolding and rigorous instructional practices.	<input type="checkbox"/> that supports teachers throughout the school using WICOR strategies, including scaffolding and rigorous instructional practices.
2	Collaboration Through PLCs	<input type="checkbox"/> where the AVID Site Team collaborates through Professional Learning Communities (PLCs) or other formal collaboration structures in the design of lessons that engage AVID Elementary students in rigorous curriculum.	<input type="checkbox"/> where members of the AVID Site Team within one grade level collaborate through PLCs or other formal collaboration structures in the design of lessons that engage AVID Elementary students in rigorous curriculum.	<input type="checkbox"/> where members of the AVID Site Team within two grade levels collaborate through PLCs or other formal collaboration structures in the design of lessons that engage AVID Elementary students in rigorous curriculum.	<input type="checkbox"/> where teachers collaborate through PLCs or other formal collaboration structures in the design of lessons that engage elementary students throughout the school in rigorous curriculum.

2. Community Activities and College and Career Awareness	Rating for Community Activities and College and Career Awareness	
<p>A culture of Community Activities and College and Career Awareness ensures there is an increase in students' and parents' awareness about college and career opportunities.</p>	<p>Number of Indicators at Each Level:</p> <p>Does Not Meet AVID Implementation Expectations Meets AVID Implementation Expectations Emerging AVID Schoolwide Sustaining AVID Schoolwide</p>	<p>Overall Level for Community Activities and College and Career Awareness:</p> <hr/>

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- College and career awareness activities/bulletin boards
- Service learning and community service projects
- Career interest events and projects
- Schedule of and photos of school events for family and community members
- College and career fairs

2. Community Activities and College and Career Awareness

Indicator	AVID Criteria	Community/College awareness activities do not promote a culture of college and career readiness that...	Community/College awareness activities promote a culture of college and career readiness that...	Community/College awareness activities promote a culture of college and career readiness that...	Community/College awareness activities sustain a culture of college and career readiness that...
3	Community Activities	<input type="checkbox"/> ensures AVID Elementary students and their families participate in workshops offered by the school such as enrichment activities, community service, service learning, and college/career exploration.	<input type="checkbox"/> ensures at least 50% of AVID Elementary students and their families participate in workshops offered by the school such as enrichment activities, community service, service learning, and college/career exploration.	<input type="checkbox"/> ensures at least 50% of all elementary students and their families participate in workshops offered by the school such as enrichment activities, community service, service learning, and college/career exploration.	<input type="checkbox"/> ensures at least 70% of all elementary students and their families throughout the school participate in workshops offered by the school such as enrichment activities, community service, service learning, and college/career exploration.
4	College Awareness	<input type="checkbox"/> ensures AVID Elementary students attend college fairs, campus visits (in-person or virtual), and college preparation activities (e.g., goal-setting, time management, etc.), and/or research colleges (e.g., location, cost, majors, grants, scholarships, etc.).	<input type="checkbox"/> ensures at least 50% of AVID Elementary students experience appropriate college preparation activities (e.g., goal-setting, time management, etc.), and/or research colleges (e.g., location, cost, majors, grants, scholarships, etc.).	<input type="checkbox"/> ensures at least 50% of all elementary students in core academic courses experience appropriate college preparation activities (e.g., goal-setting, time management, etc.), and/or research colleges (e.g., location, cost, majors, grants, scholarships, etc.).	<input type="checkbox"/> ensures at least 70% of all students throughout the school experience appropriate college preparation activities (e.g., goal-setting, time management, etc.), and/or research colleges (e.g., location, cost, majors, grants, scholarships, etc.) <u>and</u> ensures students are knowledgeable about an increased number of colleges/universities.

3. College-Going Environment	Rating for College-Going Environment	
<p>A College-Going Environment is a school climate in which college attendance and enrollment is a clear and prominent expectation and students are actively guided by faculty and staff to meet college readiness requirements for post-secondary success.</p>	<p>Number of Indicators at Each Level: Does Not Meet AVID Implementation Expectations Meets AVID Implementation Expectations Emerging AVID Schoolwide Sustaining AVID Schoolwide</p>	<p>Overall Level for College-Going Environment:</p> <hr/>

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- Display of college pennants, banners, posters, etc.
- College virtual field trips, college research, college trivia announcements
- Student surveys
- College and career fairs
- Classroom College Corners
- College Week
- **AVID Site Team** and teacher surveys

3. College-Going Environment					
Indicator	AVID Criteria	The school does <u>not</u> promote a college-going culture...	The school promotes a college-going culture...	The school promotes a college-going culture...	The school sustains a college-going culture...
5	College Pennants and Banners	<input type="checkbox"/> by displaying college pennants, banners, posters, or other décor in any public spaces on campus.	<input type="checkbox"/> by displaying college pennants, banners, posters, or other décor in classrooms of AVID Site Team members and in one or two public spaces on campus.	<input type="checkbox"/> by displaying college pennants, banners, posters, or other décor in classrooms of AVID Site Team members and other teachers and in three or four public spaces on campus.	<input type="checkbox"/> by displaying college pennants, banners, posters, or other décor in classrooms throughout the school and in five or more public spaces on campus.
6	College Talk	<input type="checkbox"/> where the AVID Site Team engages in college talk with AVID Elementary students .	<input type="checkbox"/> where the AVID Site Team engages in college talk with AVID Elementary students .	<input type="checkbox"/> where the AVID Site Team and other teachers engage in college talk with AVID Elementary students .	<input type="checkbox"/> where teachers throughout the school engage in college talk with students.
7	Teacher Expectations	<input type="checkbox"/> where the AVID Site Team expects AVID Elementary students to attend college, as evidenced by AVID Site Team and teacher surveys.	<input type="checkbox"/> where the AVID Site Team expects AVID Elementary students to attend college, as evidenced by AVID Site Team and teacher surveys.	<input type="checkbox"/> where the AVID Site Team and other teachers expect AVID Elementary students to attend college, as evidenced by AVID Site Team and teacher surveys.	<input type="checkbox"/> where at least 90% or more of teachers expect students throughout the school to attend college, as evidenced by AVID Site Team and teacher surveys.

What are some of the particular strengths of **AVID Schoolwide Culture** at your school?

What aspects of **AVID Schoolwide Culture** have room for growth at your school? How might you address these in your AVID site goals?