



Napa High Team Goal

Site Information

School Name: Napa High School

Principal: Ean Ainsworth

AVID Site Coordinator(s): Martha Calderon

Site Team Plan Completion Date: July 2024

Implementation: ☐ Elementary ☒ Secondary ☐ Combo ☐ Excel

Site: ☐ New ☒ Returning

Site Team Meeting Schedule

Site Team Meeting Schedule

According to our interdisciplinary team meeting schedules, the NHS Site Team will meet once monthly.

Our [AVID Elective team meets](#) weekly during our common release period.

Why AVID?

What are the key priorities in your school improvement plan where you feel AVID can have impact?

We believe that the AVID Instructional Framework provides opportunities to improve student performance.

Site Team Goals and Action Steps

As you engage in goal writing for your site, it is important to focus on establishing outcome-based goals to drive AVID implementation. A purpose-driven AVID implementation positions AVID as a means to an end; AVID itself is not the goal. Before you begin writing your goals, please review the difference between goals and actions steps.

- Goal: Measurable student outcome indicative or directly correlated to students' college and career readiness.
- Action step: A specific effort critical to the attainment of an identified college and career readiness outcome.

For each college and career readiness goal for your site, ensure that the goal is clearly defined, measurable, aligned to the AVID Coaching and Certification Instrument (CCI), and integrated with school and district plans. The CCI is the primary resource and coaching guide of the AVID College and Career Readiness Framework.

The CCI is comprised of two types of indicators:

- Indicators that address student outcomes and can be used when developing goals.
- Indicators that focus on educator actions and can be selected when determining action steps to meet goals.

Use this template to guide your team through the Plan phase of the Continuous Improvement Cycle to set goals validated by existing data. Define action steps, determine the evidence used to monitor progress, establish a timeline, and identify resources needed to support and advance the work. Keep in mind it is ok to revise and refine actions steps as you engage in the Continuous Improvement Cycle throughout the year. [Sample Secondary Site Team Goals](#) and [Elementary Site Team Goals](#) are provided to assist in planning.

Plan – Goal 1: ☒ New ☐ Refined ☐ Sustaining This goal supports the following student outcome(s): ☒ Rigorous Academic Preparedness ☒ Student Agency ☒ Opportunity Knowledge	
Plan – Goal 1 <i>What is the identified goal? What is the intended student outcome?</i>	What CCI Domains/Indicators align with this goal?
All students will be able to use critical reading strategies across all content areas to achieve content-specific literacy. (Add goal percentage related to CAASP and CAST?)	Domains: Instruction Systems Indicators: <u>AVID Schoolwide Instruction</u> 1.14 Critical Reading Process 1.15 WICOR Strategies <u>AVID Schoolwide Systems</u> 2.19 Access to Rigour and Student Support 3.36 Assessment of Student Progress

Baseline Data

What data do we have to validate this goal? Using that data, what is our established baseline?

CAASP reading data, ELPAC reading domain, CAST data, and class-specific assessments.

Alignment

How do our AVID goals align to and support these priorities?

Implementing a PD to support our staff based on the module Planning for Reading in the Secondary Classroom. Teachers will be equipped to apply new learning to their own classroom across all content areas.

Plan and Do: Goal 1**Action Steps**

What must educators do to accomplish this goal?

What action steps do we think will generate improvement?

Who will be involved and what will they do?**Timeline**

What is an appropriate timeline for the action steps?

Resources

What resources will we use to advance this goal? Consider the resources in MyAVID (i.e., [eLearning](#), [Core Strategies](#), [APLM](#)).

[Presentation to the staff of Planning for Reading](#) APLM

Martha Calderon and the Site Team

August 27th and another TBD date

[Planning for Learning](#)

Instructional Rounds
Centered on AVID Reading Strategies

September 24 and/or October 29

Instructional Rounds Protocol (will be linked when completed)

Robert Grebe		
Provide ongoing training to all teachers in WICOR strategies and align PLC work to support use of practices in instructional planning and delivery.	August: Site Team content teachers will lead PLC process (ongoing) Site Team will train ongoing	WICOR Overview APLM Designing WICOR-Based Lesson Plans APLM
Study: Evidence <i>What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?</i>		
Evidence of Student Outcomes		Evidence of Educator Actions
Increase of CAASP scores to ____% Increase of ELPAC Reading Domain by one level Increase of reclassification through improved STAR reading exam		Observation Feedback Staff Walkthroughs on Instructional Rounds Examples of student work NHS AVID ID Team Agenda and notes
Act: Next Steps (To be completed at the end of the year in conjunction with the ACT professional learning module) <i>Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine this goal to deepen impact? How will you ensure sustainability for an achieved goal?</i>		
This section should be completed at the end of the school year to analyze results and inform next steps. This might look like... At the end of the year, we will know if we achieved this goal if: € Student learning data indicates growth as outlined in the school improvement goal. € Administrative walkthroughs show that teachers have a greater command on how to effectively use WICOR strategies to increase rigor. € PLC demonstrate evidence of sharing WICOR strategies and using instructional data to inform instructional practices. € Action steps were completed and analyzed for effectiveness. € This process can be replicated to impact student access to and success in rigorous courses.		

Plan – Goal 2: ☐ New ☒ Refined ☐ Sustaining This goal supports the following student outcome(s): ☒ Rigorous Academic Preparedness ☐ Student Agency ☐ Opportunity Knowledge	
Plan – Goal 2 <i>What is the identified goal? What is the intended student outcome?</i>	What CCI Domains/Indicators align with this goal?
AVID 11: Tutor Training Plan Goal: By the end of this school year, we will have an improved plan to train tutors. Intended student outcome: AVID elective students will receive inquiry-based support during tutorials.	Domains: 2 Indicators: 11
Baseline Data <i>What data do we have to validate this goal? Using that data, what is our established baseline?</i>	
Based on our observations and approach from last year, we know that we would like to strengthen how we support our AVID tutors. We will be exploring both the Peer and Cross-Aged tutor trainings to increase our support to the program.	
Alignment <i>How does this AVID goal align to and support the school improvement plan?</i>	
Ensuring tutor support will allow for students to get support in the areas of need. As a result, our AVID students CAASPP results should increase to help met the school goal of a 10% improvement.	

Plan And Do: Goal 2		
Action Steps <i>What must educators do to accomplish this goal?</i> <i>What action steps do we think will generate improvement?</i> <u>Who will be involved and what will they do?</u>	Timeline <i>What is an appropriate timeline for the action steps?</i>	Resources <i>What resources will we use to advance this goal?</i> <i>Consider the resources in MyAVID (i.e., eLearning, Core Strategies, APLM).</i>
What: AVID Cross-Age tutors will complete the required peer tutor training and receive ongoing support throughout the school year. Who: AVID Elective Team.	By the end of the Fall Semester, tutors will have completed part 1 and 2 of AVID tutor training. During the Spring Semester, tutors will receive targeted intervention support based on the teacher's observations of areas of need.	AVID Tutorology Webpage AVID Tutorial Support Curriculum Resource Guide activities
What: All AVID Seminar students will complete the peer tutor trainings. Who: AVID Seminar Elective teacher	By the end of the 1st grading period.	AVID Tutorology Webpage
Study: Evidence <i>What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?</i>		

Evidence of Student Outcomes	Evidence of Educator Actions
Attendance of AVID tutor trainings Submission of assignments on AVID Tutor Google Classroom AVID Seminar's class agenda and student work	AVID Elective Teacher Meeting agendas AVID Seminar's class agenda and student work
Act: Next Steps (To be completed at the end of the year in conjunction with the ACT professional learning module) <i>Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine this goal to deepen impact? How will you ensure sustainability for an achieved goal?</i>	