

# 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. A version of these guiding questions is available on MyAVID, with each heading linking to the Schoolwide Domains on MyAVID for additional resources.

## Instruction

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

- (Secondary-specific) Which WICOR strategies are specific to the AVID Elective classes? Site Team member classrooms? Schoolwide? What data supports these findings?
- (Elementary-specific) Which WICOR strategies are specific to AVID-trained teacher classrooms? Schoolwide? What data supports these findings?
- 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?
- How are lessons designed so students refer back to, and interact with, their notes?
- What strategies are teachers/students using to promote higher-order thinking?
- What opportunities are being provided to engage students in Socratic methodologies?
- With what frequency are teachers implementing collaborative strategies in core subject areas?
- In what ways are classrooms physically structured to encourage collaboration?
- What evidence do we currently look for when visiting classrooms that demonstrate collaboration is effectively used on a regular basis?
- What systems/procedures are in place to ensure students are successfully utilizing their organizational tools?
- How are we supporting students and allowing for differentiation within organizational tools?
- What reading-to-learn strategies are we regularly embedding in the classroom across all subject areas?
- How can our Site Team help all subject-area teachers embed effective reading-to-learn strategies in daily lessons?
- How do we ensure AVID strategies, other best instructional practices, and 21st century tools are utilized to facilitate college readiness for all students? How are we ensuring all students are utilizing AVID foundational tools to catapult their learning?
- How are all students supported in rigorous courses—with both content and instruction?
- How are teachers supported to collaborate on designing lessons using WICOR strategies and 21st century skills?

# Systems (Secondary)

## 1. Management of the AVID Elective

- What are the critical components in your school's recruitment process? How do you use data to support your recruitment process? How effective is the current process for selecting appropriate candidates? What steps can be taken to refine the interview process?
- Is there a process in place for how AVID Elective teachers are currently being recruited, selected, and retained? How do you use data to support this process? How effective is this process for selecting the appropriate candidates?
- Is there a process in place for recruiting and retaining interdisciplinary AVID Site Team members? What data do you have that support this process? How effective is this process? How can it be refined?
- What is the role of the AVID Site Team at your school? How does each member contribute to that role?
- What role does the Site Team play in problem solving equity/access issues and ensuring student success in rigorous classes?
- What role have site coordinators, AVID Elective teachers, and Site Team members played in supporting tutorials?
- What role have site coordinators, AVID Elective teachers, and Site Team members played in the recruiting, training, and retention of AVID tutors?

## 2. Access to Rigor and Student Support

- Is AVID a priority or an afterthought when creating the master schedule? Who from the AVID Site Team is represented at the meeting when the master schedule is being created? What data drives the creation of your school's master schedule?
- What vertical and horizontal articulation plans are in place to ensure that AVID Elective students, students of Site Team members, and all students are college ready?
- What support structures are in place for AVID Elective students, students of Site Team members, and all students to have access to, be enrolled in, and be supported in the most rigorous courses for them as individual students?

## 3. Assessment of Student Progress

### Middle School Indicators

- Is there a support plan that assists AVID students in maintaining and exceeding a grade of "C" or better in the core academic courses?
- What system is in place to collect and analyze the grades data for all students schoolwide?
- What system is in place that assists all students in maintaining and exceeding a grade of "C" or better in the core academic courses?
- 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?
- What systems are in place to ensure students are enrolling or are allowed to enroll in the most rigorous courses?

# Systems (Secondary), Continued

## High School Indicators

- Is there a support plan that assists AVID students in maintaining and exceeding a “C” or better in the core academic courses?
- What system is in place to collect and analyze the grades data for all students schoolwide?
- What system is in place that assists all students in maintaining and exceeding a grade of “C” or better in the core academic courses?
- What systems are in place to ensure students are enrolling or are allowed to enroll in the most rigorous courses appropriate to them, enabling them to access college prep courses in high school?
- 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?
- 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?
- What system is in place regarding senior application and acceptance status to college for AVID students? For all students?

## Data Collection and Analysis (All Schools)

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

## 4. Professional Learning

- What plan is in place to ensure new teachers and staff are introduced to AVID at orientation?
- What systems are in place to monitor and adjust professional learning?
- In what ways are the plans for professional learning aligned with AVID’s and the school’s missions and visions?
- What role does AVID play in the next year’s professional learning plan? Explicitly? Implicitly?

# Systems (Elementary)

## 1. Management of AVID Elementary Implementation

- What is the role of the AVID Site Team at your elementary school? How does each member contribute to that role?
- What role does the Site Team play in problem solving equity/access issues and ensuring student success in rigorous classes?

## 2. Access to Rigor and Student Support

- What vertical and horizontal articulation plans are in place in order to ensure that all students are college ready?
- What support structures are in place to help all students develop deeper levels of understanding in rigorous class work as individual students?

## 3. Assessment of Student Progress

- What system is in place to collect and analyze the grades data for all students schoolwide?
- What system is in place that assists all students in maintaining and exceeding grades of proficient or better in the core academic courses?
- How do you currently evaluate your AVID system's effectiveness in meeting the needs of your students?
- What data do you use specifically? What does the data tell about the students, teachers, and classes?
- What systems are in place to collect, disaggregate, and report student outcomes and site-relevant information?
- What systems are in place to collect and disaggregate the AVID Elementary assessments?
- What systems are in place to ensure that data informs decision-making at the school?

## 4. Professional Learning

- What plan is in place to ensure new teachers and staff are introduced to AVID at orientation?
- What systems are in place to monitor and adjust professional learning?
- In what ways are the plans for professional learning aligned with AVID's and the school's missions and visions?
- What role does AVID play in the next year's professional learning plan? Explicitly? Implicitly?

# Leadership

## 1. College Readiness Mission and Vision

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

## 2. Representative Governance

- Describe the composition of your School Leadership Team (SLT).
  - What is the function of each member on the SLT?
- Describe the composition of the AVID Site Team.
  - What is the role/responsibility of each member on the AVID Site Team?
- Give a specific example of a time that the SLT and AVID Site Team collaborated to make a decision about college readiness and/or high expectations for students.

## 3. Strategic College Readiness Planning (Secondary)/Pathway to College Readiness (Elementary)

- 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?
- 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?

# Culture

## 1. Rigor

- What specific steps has your site taken to create an intentional and sustainable culture of rigor?
- (Secondary-specific) How has your site ensured WICOR strategies are implemented effectively to help all students access rigorous courses?
- (Elementary-specific) How has your site ensured WICOR strategies are implemented effectively to help all students engage in rigorous curriculum?
- What data is reviewed to support your site's schoolwide implementation of AVID strategies?

## 2. Community Activities and College Awareness

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

## 3. College-Going Environment

- How might you display college and career readiness more intentionally throughout your hallways and public spaces?
- What information on student and teacher perception can be gleaned from surveys that already exist within the district or your building without creating something extra?

### High School Indicators (Secondary)

- What system is in place to inform AVID Elective students, 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?
- 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?
- What system is in place to ensure that students who are eligible complete the FAFSA and other college documents?