2024–2025 AVID Secondary Site Team Quarters at a Glance

The AVID Secondary Site Team Quarters at a Glance is designed as a roadmap for guiding Site Team activities throughout the year to ensure the successful high quality implementation of the AVID College and Career Readiness Framework. This resource offers a quarterly overview of the key actions that Site Teams engage in annually to support their implementation journey, with the document structured in alignment with the Secondary Coaching and Certification Instrument (CCI) to support the implementation of site goals and the Continuous Improvement Cycle.

The work is organized by domains within each quarter and is aligned to the Secondary CCI. These action items are intended to support the implementation of site goals through the Continuous Improvement Cycle. However, AVID recognizes the operations of each school/district may differ from the recommended quarterly sequence. Therefore, Site Teams are encouraged to preview the year in its entirety and modify actions according to what aligns best with the site's school year calendar. For example, engaging in the recruitment and selection of AVID Elective students is identified as a **Quarter 3** action, yet for some schools this may be too early or too late depending on when scheduling events occur at that campus. Thus, the site should adjust the action to align with their site's calendar. Actions may also extend beyond a given quarter even if they are not listed in multiple quarters. The intent is not to discourage the continuation of actions beyond a given quarter, but to reduce redundancy on the document itself.

The number of years as an AVID site, staff transitions, and site goals and priorities are just a few of the factors that impact the pacing of a site's implementation journey. **Bolded items indicate priority actions for sites new to AVID, or those sites wanting to reset and re-prioritize.** Once these actions and systems are established, a site's priorities shift to refining and operationalizing their work. The following provides a guide to support sites in how they may engage with the priorities.

Implementing	Emerging	Sustaining
New Site Teams will be establishing routines and creating systems to ensure a solid foundation for quality implementation.	Site Teams implement and refine systems to ensure college and career readiness for all students.	Site Teams have an active role in the continuous improvement of AVID implementation and inform decisions that impact schoolwide college and career readiness.

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Annual and/or Year-Long Items

- Principal or AVID Site Coordinator creates, updates, and confirms MyAVID accounts and contact information for educators on campus according to their role. As a benefit of membership, all content teachers, AVID Elective teachers, counselors, Site Team members, and administrators at the school should have an AVID account, regardless of whether or not they have attended AVID training.
- Review the data collection and certification processes and add due dates to your calendar.
  - Review the resources under Certification and Data Collection. The Help Toolbox on the Data webpage has resources for sites, including informational videos, how-to documents, and FAQs.
- Engage with the Secondary CCI as a coaching tool throughout the school year to support Site Team goal action steps and inform progress monitoring.
- Monitor and disseminate information/communication from the District Director (DD) or AVID Center to applicable school staff through newsletters, district meetings, emails, flyers, etc.
- Utilize the Site Team Portal to access Site Team tools, including but not limited to the Site Team Goal Setting Template, the Site Team Guiding Questions, Site Team Meeting Modules, and resources such as the Continuous Improvement Cycle to support the implementation of site goals.
- Encourage staff to register for and attend AVID regional workshops, Path to Schoolwide trainings, and/or ElevateXP trainings for the semester. Consider how they can share what they learn.
  - Keep a record of internal AVID professional learning and input any APLMs (AVID Professional Learning Modules) in MyAVID.
  - Use the AVID Regional Professional Learning Portal to support year-long professional learning needs for Site Team members and educators across the campus.

MyAVID Resources	Just In Time Resources
- Site Team Portal - Secondary Coaching and Certification Instrument (CCI) - Secondary Data Collection - Regional Professional Learning Portal - Certification and Data Collection Due Dates	- MyAVID Account Management Resources - Logging participation in APLMs

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Quarter 1 (August–October)

Site Team meets to engage in the **Plan** phase of the Continuous Improvement Cycle to finalize site goals and determine priorities for the school year. Site Coordinator submits site goals to the District Director (DD), according to an agreed-upon completion date.

MyAVID Resources	Just In Time Resources
- Site Team Portal Year-Long Learning Modules - Site Goal Form - Curricular resources: - Weeks at a Glance - AVID Excel - AVID Professional Learning Modules (APLMs) - Regional Professional Learning Portal - Secondary Coaching and Certification Instrument (CCI) - Secondary Data Collection - AVID Weekly®: Literacy Connections Schoolwide - Tutor Training	- AVID Site Team Goal Setting Form Overview - Goals vs. Action Steps - WICOR Overview & Resources - Walk-Through App Overview - Using the Tutor Match Portal - Types of AVID Tutors

Instruction

- **Identify how AVID WICOR® strategies connect to school curriculum and support site goals and school initiatives. (I.1.1– I.1.15)**
- **Coordinate with AVID Elective/Excel Elective teachers to ensure access to AVID Elective/Excel curriculum and expectations of the Tutorial/Scholar Group process. (I.1.9, II.1.13-14)**
- Create/Implement a system and schedule to conduct classroom visits to monitor and support the implementation and effectiveness of schoolwide WICOR® strategies and site-based goals in the AVID Elective (WAG) and schoolwide. Include a process for sharing feedback with staff to support continuous improvement. (I.1.15, III.2.5)
- Explore AVID Weekly®: Literacy Connections Schoolwide and discuss ways to incorporate WICOR lessons into content and classrooms. (I.1.14)

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Systems

- Calendar Site Team meetings and AVID Center and district due dates for certification, student assessments, and data collection. Share Site Team meeting schedule with the District Director. (II.1.6–8)
- Calendar action steps that align to Site Team goals. (II.1.6)
- **Determine baseline data the site will use to progress monitor Site Team and implementation goals (II.3.20–36, II.4.37–39)**
- **Begin the CCI process and create systems to collect evidence aligned with Site Team goals. (II.1.8, II.3.34–36)**
- Work with the DD to recruit, hire, train, and schedule tutors for the AVID Elective/Excel Elective (II.1.9–II.1.11)
- **Create a professional development plan focused on the intentional use of WICOR strategies that align with the school's site plan or that will accelerate site initiatives. (II.4.37–40)**
- Coordinate coaching visits with the District Director. (II.1.8)

Leadership

- **Engage in a collaborative discussion with the Site Team and school leadership team to discuss your campus "why" for AVID. What is it that you hope to address/improve by implementing AVID? (III.1.1–2, III.2.5)**
- Work with the school leadership team to align the school's mission and vision with AVID's mission and vision and communicate it to stakeholders. (III.1.1–2, III.2.5)
- **Identify Site Team members, an AVID Site Coordinator, and establish roles for shared responsibility using the Site Team Roles and Responsibilities document. (III.2.3–4)**
- Collaborate with campus leadership to establish expectations for implementing WICOR strategies that align to a common definition of rigor to be integrated into daily lessons. (III.2.5, III.3.6, III.3.8, I.1.15, IV.1.1)
- Engage in the Site Team professional Year-Long Learning modules relevant to the Site Team goals, priorities, and responsibilities. (III.2.5)
- Use the Secondary CCI to guide discussions between the Site Team and School Leadership Team about implementation: identifying barriers, setting SMART goals, and celebrating successes. (III.2.5 & III.3.6–III.3.8)

Culture

- Establish how the Site Team will collaborate with PLCs or other formal teacher collaboration teams to support rigorous instruction. (IV.1.1–2)
- Plan, communicate, and engage stakeholders in schoolwide college/career activities and awareness events. (IV.2.3–5)
- **Create and support a system to curate potential community partnerships for AVID students to experience guest speakers, field trips, mentors, tutors, etc. (IV.2.3)**

Quarter 2 (November–January)

Site Team engages in the **Do–Study** phases of the Continuous Improvement Cycle as they implement action steps, analyze data, monitor progress, and adjust as needed.

MyAVID Resources	Just In Time Resources
• Site Team Portal Year-Long Learning Modules • Site Goal Form • Core Strategies Resources • AVID Professional Learning Modules (APLMs) • Regional Professional Learning Portal • Secondary Coaching and Certification Instrument (CCI) • Secondary Data Collection • AVID Data Reports Site • Tutor Training • AVID Implementation Guide for AVID Elective/ Excel Elective: Recruitment Resources • AVID Professional Learning	• AVID Site Team Goal Setting Form Overview • Goals vs. Action Steps • Walk-Through App Overview • AVID Data Reporting Site Overview • Using the Tutor Match Portal • Types of AVID Tutors

Instruction

- **Discuss what agreed-upon instructional practices are in place for increasing instructional rigor with embedded academic support in all classrooms and create a plan for modeling, coaching, and feedback. (I.1.1–15)**
- Conduct classroom visits to monitor and support the implementation and effectiveness of the intentional use of WICOR strategies connected to site-based goals in the AVID Elective/Excel classes and schoolwide. (I.1.15, II.2.19)

Systems

- **Utilize the AVID Data Reports site (updated annually in October) to analyze trends, identify priorities, and assess progress towards both Secondary CCI and AVID site goals (II.1.6, II.1.8, II.3.20–II.3.36).**
- Engage with feeder elementary and/or middle schools to plan visits and support recruitment of potential AVID Elective students. (II.1.3–5)

- **Use the Continuous Improvement Cycle to refine site goals, assess progress based on data, and evaluate the impact of AVID Schoolwide. In collaboration with the District Director's direction, collect or submit evidence to ensure the campus is on track for certification according to the Secondary CCI. (II.1.6–8, II.2.17, II.3.34–36)**
- Provide professional learning on the WICOR strategies aligned with site goals intended to accelerate current school initiatives. (II.4.37–40, I.1.15, IV.1.1)
- Hire, confirm, and train tutors for the spring semester. (II.1.9–II.1. –11)
- Discuss AVID summer professional learning needs and begin to formulate a plan. (II.4.37, II.4.39–40, I.1.15)
- AVID Elective teacher and/or AVID Site Coordinator creates MyAVID accounts for AVID seniors and distributes senior data collection forms. (II.3.34)
- **Begin data collection for Site Data and submit data in accordance with AVID Center's due date. (II.3.20–36)**

Leadership

- Review expectations and observation data for implementing WICOR strategies and integration into classroom practices and lesson plans aligned to site-based goals. Refine actions steps, as needed. (III.2.5, IV.1.1)
- **Discuss how the master schedule and curriculum promote rigor and student success and plan for any second semester adjustments. (III.3.6, III.3.8)**
- Communicate your summer professional learning needs to your District Director. (III.3.7, II.4.40)
- **Start the AVID budget development process for the following school year. Consider expansion, sustainability, and professional development needs as outlined in your plan. (III.3.7, II.4.40)**

Culture

- **Provide follow-up coaching and support of WICOR strategies that have previously been shared through professional learning to support rigorous instruction. (IV.1.1–IV.1.2)**
- Discuss how rigor is infused and integrated in instructional practices and academic support structures in the AVID Elective/Excel and across all content areas. (IV.1.1–2)
- Encourage AVID seniors to begin the Dell Scholarship application. (IV.2.4–5, IV.3.10)
- **Provide opportunities for AVID students to experience college visits, career speakers, mentorships, etc. (IV.2.4, IV.3.7)**
- Plan college/career activities/events for the spring semester. (IV.2.4–IV.3.7)
- Schedule FAFSA awareness, scholarships, and college nights for families. (IV.3.10–11)
- Begin and complete the AVID Student and AVID Teacher Speaker application process. (IV.2.3)

Quarter 3 (February–April)

Site Team engages in the *Study–Act* phases of the Continuous Improvement Cycle as they implement action steps, analyze data, monitor progress, and adjust as needed. Goal data and CCI indicators are used to inform summer professional learning plans. (II.3.34)

MyAVID Resources	Just In Time Resources
• Site Team Portal Year-Long Learning Modules • Site Goal Form • Secondary Coaching and Certification Instrument (CCI) • Secondary Data Collection • AVID Professional Learning Modules (APLMs) • Regional Professional Learning Portal • Event Registration for Summer Professional Learning • Overview of the Summer Site Team resources • Family Workshops	• Walk-Through App Overview

Instruction

- **Collaborate with staff to refine the intentional use of WICOR strategies connected to site-based goals in the AVID Elective/Excel classes and schoolwide. Consider data from classroom visits to inform refinements. (I.1.1–15, II.2.18–19)**
- Reflect on the AVID strategies modeled and featured during the year and create a plan for the next school year. (I.1.1–I.1.15, II.3.38)

Systems

- **Submit Site Data to the District Director via MyAVID. Review submitted Site Data to determine current implementation status and assess needs for the next year. (II.3.20–II.3.36)**
- Engage in the AVID Elective/Excel selection process (district/site communications, family information nights, application and interview process, scheduling, etc.). (II.1.1–II.1.3)
- Use completed AVID site goals to determine who should attend summer professional learning. Confirm implementation plans, including staff growth and training needs. Communicate summer learning needs to your District Director. (II.1.4–8, II.4.37, II.4.39)

- Share college acceptances, scholarships, or post-graduation plans for seniors. (II.3.33)
- **Evaluate collected evidence using the Secondary CCI as a guide to determine certification levels. Conduct a certification meeting with the District Director, if requested, to ensure the site is on track to complete and submit the CCI with appropriate evidence. (II.1.1–II.2.19, II.1.8, II.3.34–36)**
- Review summer professional learning resources, including Site Team materials, and prepare those attending summer professional learning for summer Site Team work. Confirm that attendees are registered for the correct Community of Practice (CoP) based on experience and prerequisites; update TBAs. (II.4.37, II.4.39)

Leadership

- **Use the AVID Secondary CCI to support discussions about implementation, identify roadblocks and solutions, and celebrate successes aligned to site goals. (III.3.5–6, III.3.8)**
- **Review expectations for implementing WICOR strategies and integration into classroom practices and lesson plans. Refine actions accordingly. (III.2.5, III.1.2)**
- Plan for school supply list requirements for the upcoming year. (III.3.6–7)

Culture

- **Schedule events to celebrate and share AVID successes, including board presentations, visits to AVID Elective classes, and family events; plan end-of-year celebrations inviting key supporters. (IV.2.3)**
- **Conduct AVID Family Workshops. Workshops can occur in conjunction with other school events. (IV.2.3)**
- Reflect on your site's overall college and career readiness impact and determine your next steps. (IV.2.3–IV.3.9)
- Plan to administer an end-of-year survey to gauge teacher expectations around college and career readiness. (IV.3.8)

Quarter 4 (May–July)

Site Team engages in the *Act* and *Plan* phase of the Continuous Improvement Cycle, reviewing data to inform current implementation and assess needs for the next school year.

MyAVID Resources	Just In Time Resources
• Site Team Portal – Summer Learning Resources • Site Goal Form • AVID Professional Learning Modules	• Continuous Cycle of Improvement • AVID Site Team Goal Setting Form Overview • Goals vs. Action Steps

Instruction

- Identify WICOR strategies that can be leveraged to support site-based goals. (I.1.1–I.1.15)
- Collaborate with campus leadership to analyze and use student learning data and teacher feedback to examine outcomes of site-based goals. (I.1.15, II.1.6–8, III.2.5)
- **Determine methods for putting learning from summer professional learning into practice and ensuring systems for accountability. (I.1.15, IV.1.2)**
- Examine the processes you are using to evaluate the implementation and effectiveness of schoolwide WICOR strategies and site-based goals. (I.1.1–15, III.2.5, IV.1.2)

Systems

- **Work with campus leadership to finalize the collection of certification evidence using the Secondary CCI as a guide and confirm submission of the CCI. (II.1.1–II.3.36)**
- **Ensure AVID seniors have completed the college application process, including FAFSA and other financial aid applications, and submit Senior Data. (II.3.32, II.3.34, IV.3.11)**
- Collaborate with campus leadership to identify potential changes to AVID site goals for the coming year based on student-level assessment data, certification completion, and documentation. (II.1.6, III.2.5)
- **Audit schedules for all current and future AVID Elective/Excel Elective students to ensure appropriate and rigorous course registration for the next school year. (III.3.6, III.3.8, II.1.15–II.2.19)**
- **Ensure summer professional learning participants are well-informed, prepared, and bring the draft of previous year AVID site goals to summer professional learning. (II.1.6, II.4.37, II.4.39)**
- Engage in grade level horizontal and vertical articulation and calibration of AVID WICOR strategies within the site and in coordination with feeder schools. (II.2.18, III.2.4, IV.1.2)
- Utilize AVID Professional Learning Modules to plan and schedule back-to-school professional learning. (II.4.37–11.4.39)

- Identify additional staff changes related to plans for training and implementation. (II.1.4–5, II.4.37, II.4.40)
- **Finalize logistics for summer professional learning. Download and review the latest AVID Site Team materials in the Site Team Portal. Remind summer professional learning participants to complete their eLearning Pre-Work, as needed, and monitor completion. (II.1.6, II.4.37–39)**

Leadership

- Review and refine the plan to confront barriers to access and equity in school policies, differentiated instruction, and written documents. (III.3.6, III.3.8)
- **Collaborate with campus leadership to establish expectations for implementing WICOR strategies that align to a common definition of rigor to be integrated into daily lessons. (III.2.3, III.2.5, I.1.15, IV.1.1)**

Culture

- Facilitate and organize end-of-year celebration and/or appreciation/recognition activities. (IV.2.3)
- **Audit teacher and student expectations that support a college and career readiness culture through student and teacher surveys (or utilize the AVID Collective Educator Agency survey) Use data to drive next steps. (IV.3.8–IV.3.9)**
- Schedule AVID back-to-school student events, family workshops, and/or parent meetings for the upcoming school year. (IV.2.5)
- Begin planning fall community/college/career awareness events. (IV.2.4–IV.3.6)
- **Create a plan for maintaining the momentum from summer learning and instilling a culture of success for all students throughout the site. (IV.1.1, II.4.37)**