Corning Union High School
Special School Board Meeting

DATE   February 28, 2023

TIME: 12: 30 P.M.

PLACE: Corning Union High School
Conference Room

MEMBERS PRESENT:
Todd Henderson
Cody Lamb, Larry Glover
Tony Turri

TYPE OF MEETING:
Special

MEMBERS ABSENT:

VISITORS:

SCHOOL DISTRICT REPRESENTATIVES:
Jared Caylor, District Superintendent
Charlie Troughton, CUHS Assocaite Principal
Brad Schreiber, ELD Coordiator
Jessica Marquez, Administrative Assistant to Superintendent

THE CORNING UNION HIGH SCHOOL -

1. CALL TO ORDER: The meeting was called to order at 12:30 p.m. by Board President, Larry Glover.

2.   PLEDGE OF ALLEGIANCE: Board President, Larry Glover asked the Board and audience to stand for the flag salute.

3.   ROLL CALL: Board President, Larry Glover asked for a roll call.

Attendance is as follows:

- Tony Turri
- Cody Lamb
- Larry Glover
- Todd Henderson

Absent:

- Jim Bingham

4.   PUBLIC COMMENT STUDY SESSION   There was none.

5. STUDY SESSION   Associate Principal, Charlie Troughton shared the following:

AVID and the definition: Advancement Via Individual Determination College and Career Readiness is the outcome of three critical components: Rigorous Academic Preparedness, Opportunity Knowledge, and Student Agency.

WICOR
- Writing
- Inquiry
- Collaboration
- Organization
- Reading

These are good instructional practices that are important.
Teachers spend the most time with the students and are large influences on them. This is integrated into everything we do on a daily basis

- o Student Agency
- o Rigorous Academic Preparation
- o Opportunity Knowledge

What are students needs? And what do we do?

Board Member, Tony Turri asked if teachers fall back on this. What do educators do? And yes, they fall back on the principals of this.

There was a discussion that we utilize Mondays for this.

AVID - 4 Key Words- Summarize

- o Instruction
- o Systems
- o Leadership
- o Culture

Page #2 of a handout shared some definitions and Mr. Troughton shared that AVID goes hand in hand with the Strategic Planning process that the district just engaged in. Board Member, Tony Turri asked if this was new and why the district has only been involved in the process for 5 years. Mr. Troughton shared that it was introduced and suggested to us so we finally participated.

Page 3 & Page 4 shared some general information of Influences and Key Research.

AVID Site Goals
1. Implement the regular, routine use of various WICOR strategies for instructional planning and classroom practice.

2. Individual teachers and departments will select a format for focused note taking
3. Planners for improvement of organizational skills.
4. AVID Elective – Planned to implement 2 electives

Some students are already planners and are focused and there is a good balance of high and low tech.

Freshman CCR- students are exposed to many AVID/WICOR strategies. Exposing students so they become better students. Kids want to keep the electives they have so they haven't chosen AVID as an elective. Teacher, Nate Bore is recruiting students and sharing more about it.

AVID Elective Classes would be visiting colleges, taking trips and could be very fun. Board Member, Tony Turri shared that maybe some will take it and then others will follow:

Focused Note Taking- 5 Phases

Page 8-10 of handout shares the following:
4 Core Classes
- Science
- Social Science
- Math
- English

The daily use of student planners was shared. One was passed out for each board member to see. Content information is accurate and recorded daily. Organization is evident through the overall order.

Walk Thru Goals
Mr. Troughton has been completing walk thrus since 2007/08- he now has a different title with the same job with this regard. This consists of:

1. Going into the classrooms
2. 15 minutes unannounced visits
3. Watching/Reviewing
4. Visits are built around WICOR

A major goal is WICRO Engagements- 99% of the time the teachers at CUHS are doing what they need to be doing in the classroom.

There is a lot of collaboration, organization, discussions and reading. There was a discussion that the Administration does a great job of going into the classrooms, along with the help of Brad Schreiber and Corine Maday. Superintendent, Jared Caylor feels that this is a result of the culture that has been created throughout the years. Mr. Troughton feels that the level of presences is great and there are many surrounding schools that don't do the walk thrus regularly as they are being done at CUHS.

Promoting AVID & WICOR practices through Frosh CCR has been helpful. All freshman has the class so it helps to prepare them. This is helpful to all students, event those who are not on a A-G path. Some basic practices that are beneficial are: Reading, writing, talking. Some examples of AVID Workshop Options were shared on pages 14 and 15.

Board Member, Cody Lamb asked for clarification on what is Social Emotional Learning and the discussion was that the teachers are aware of what the students are going through, this often depends on where you are. Superintendent, Jared Caylor shared that in our district, it may mean:

1. Greeting students/ saying hi and calling them by their names.
2. Knowing or learning what students need.
3. Needs of the students, classrooms and the value of the community.

Board Member, Cody Lamb commented that many of these things have been a part of the CUHS Culture for a long time.

Mr. Troughton shared that CUHS has a good site leadership team and the professional learning opportunities are great. Some include: the summer institute, school wide training, digital and virtual workshops and teachers teaching teachers on site (WICOR). Approximately 20 teachers are AVID training so we might have to encourage more to participate. Some are coaches and just cannot make it, although they would like to.

Mr. Troughton is in a Round 5/6 Walk-Thrus. He has completed approximately 30 in December and only have 2 more left. WICOR is integrated into feedback. He completes write ups, feedback, face to face interactions (taking 5-6 hours each so each takes approximately 12-15 minutes.

Board Member, Tony Turri asked if AVID didn't exist, would a whole lot change. Mr. Troughton shared that the district was already doing many of practices already. Literacy has always been important, but it has given us a structure to build on and there was a lot of buy in from the teachers knowing that we were doing a lot of the things already. Teacher, Brad Schreiber shared that there are also endless resources which is very helpful to the teachers. Mr. Troughton shared that the first year of participation, books were sent and an early focus was Bridges for Success (5 chapters of WICOR).

Next Steps (future)

Strategic planning with be nicely integrated with AVID and Personal Student Success. The entire staff was reading books pre COVID and Mr. Troughton would like to have that happen again. There is college career awareness school wide and there is the need for 10th and 11th graders to think before they reach their senior year. Board Member, Todd Henderson asked if counselors were exposed and Mr. Troughton shared that indeed, they are. They oversee 300+ students each. Lyndsey Nye is

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on the leadership team so she shares and communicates a lot of information with the other counselors.

The last part of the packet shares details on the goals.

Break 1:40-:1:46

EL Program

1. Staff
   Pedro Jimenez, Teacher
   Clementina Torres, Counselor
   Marth Rodriguez, EL Para
   Alicia Lopez, EL Para
   Associate Principal, Charlie Troughton

There are 260 students 80 specifically designated ELD Classes at 3 levels:

- Emerging
- Intermediate
- Advanced

Emerging – first language is Spanish (very little English)
Clementina Torres has all of these students on her caseload.

260 students- some kids 1st language is English but at home they are speakers of Spanish.

Some EL Terminology

EL- English Learner
LTEL- Long Term English Learner
ELD- English Language Development
ELPAC- English Language Proficiency Assessment for California
Designated ELD- Grouped as EL-taught curriculum intended for ELD level
Integrated ELD- Mainstream classes (knowing what the students need)

Vanessa Aguirre is a sub who is helping this year with some of the testing which helps keeps the paras and teachers in the classrooms. She helps with the one on one speaking part.

1115 students
48 students reclassified
81 ELD Students
   Emerging 17
   Expanding 23
   Bridging 34
   LTELS 214

Board Member, Cody Lamb asked about the relationship to Spanish, is expanding like, no more Spanish. Could someone who is bilingual teach ELD. The discussion was that they can and they can ask questions and be able to answer them. Some students will come in with interrupted school. An example is last year 1 student was in Mexico online. 1 ½ years of no school and some come in with student skills and go through the process quickly. Emerging and Expanding can fluctuate.

Board Member, Tony Turri asked if 48 kids were reclassified, did they move out. 48 of 260 have and they have regular English classes. Board President, Larry Glover asked if they test early on or when there is time. The window opens February 1st but the scores are received and then the students start school so we try to reclassify them as soon as possible.

Comparing Districts
25% CUHS
5.6% Red Bluff
10.3% Willows
9% Los Molinos
4.9% Gridley High

Not all are Spanish but these are the EL percentages which means English is the second language.

25% of our students are EL and some are ELTEL- this indicates a major obstacle that it just isn't English, it could be their language skills as well.

Reclassification
1. Pass ELPAC with score of 4
2. 5.0 on Reading Test
3. Pass English Writing Assessment

Mr. Schreiber shared that 70 of 260 were not born in the United States. He shared that he spoke with a parent last week regarding the LPAC and the parent was upset and didn't want his/her student to take it but they marked it as the home language so now they have to. Languages evolve and families change but if it is listed that way, it is our obligation to make sure to test accordingly.

There is the Initial and Summative ELPAC Testing. February 1-May 31st is the window. Students have until May 31st to get reclassified but the district tries to complete this sooner. Someone can test out of being EL- it is rare, but possible. The EL status goes with the student if they switch districts. Some students score a 4 but don't pass the writing assessment. ELPAC is once per year. STAR Reading and CUHS Writing can be taken multiple times.

Elevation Platform
Streamlines reclassification process
One place for data
User friendly

Brad, Clementina and English teachers are mainly using it right now. The elementary school district uses it , they recommended it to us, so this is good for us as well.

There was a discussion expanding and bridging- ELD and regular English classes.

Students in classes (bilingual)- We don't want to force them to help other students, but often they do. That is the culture of the students that we have on campus.

EL Professional Development

MCAP- 3rd year of Grant
Local Professional Development (EL Mondays)
CABE- Conference in March

Questions come up now and then whether students are placed correctly. There are more involved so this can be determined rather quickly.

- Strategies- Staff
- Collaboration
- Observe strategies

A positive note is that CUHS generates professional at your own level. We bring in good practices and allows people to become experts. There is a lot of buy in with the regular staff knowledge.

There was a discussion that Special Ed has doubled in the past 6 years. The discussion of the numbers being so high have a lot to do with laws, culture, number of IEPs etc.

EL Supports
3 paras
1 coach
1 counselor
1 Associate Principal
Teachers
Elevation platform

There was a discussion that there is a stipend for Classified staff and there is also an increased amount of Spanish speaking staff on campus now.

EL Instructional Coach
Lesson planning
Seating charts
El Instructional ideas to content area teachers
Answers about individual EL students

Board Member, Todd Henderson asked if there was any area that Brad felt he needed support with regard to EL? Brad feels very supported. He expressed that CUHS has been lucky to have hired Pedro Jimenez (teacher) and Alicia Lopez (Para). Both are great assets to the team.

There was further discussion that Mr. Schreiber would like to see the Spanish sections increase. There are currently the higher sections at 4,5 AP and the Seal of biliteracy.

6. **ADJOURNMENT**:   A motion was made by Cody Lamb and seconded by Todd Henderson to adjourn the meeting at 2:45 p.m.

_____
Larry Glover, President

Approved

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Jim Bingham, Clerk

Corning Union High School District
Special Board Meeting

Date: Tuesday, February 28, 2023

Time: 12:30 pm

Location: Corning Union High School Conference Room

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1. **CALL TO ORDER**

2. **FLAG SALUTE**

3. **ROLL CALL**

4. **PUBLIC COMMENT ON STUDY SESSION ITEM**

5. **STUDY SESSION**

    5.1 – Training for New Board Members: English Language Development (ELD) and AVID

    ELD Coordinator, Brad Schreiber and Associate Principal, Charlie Troughton will present information to the Board regarding the ELD and AVID programs.
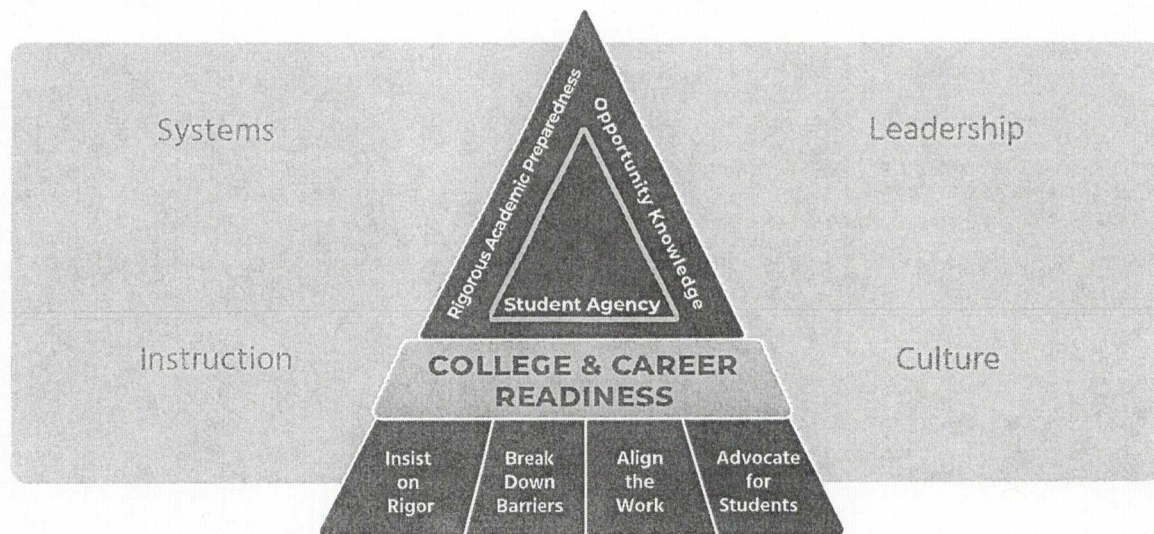
6. **Adjournment**

College and Career Readiness is the outcome of three critical components:
Rigorous Academic Preparedness, Opportunity Knowledge, and Student Agency.

What Students Need

Rigorous Academic Preparedness

Students have the academic skills and can successfully complete rigorous college and career preparatory curriculum and experiences.

Opportunity Knowledge

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

Student Agency

Students believe in and activate their own potential, build relationships, persist through obstacles, and exercise their academic, social, emotional, and professional knowledge and skills.

What Educators Need to Do

Through these intentional and deliberate adult behaviors, educators develop relationships with students, and throughout their school culture, to achieve desired student outcomes. In this way, educators reduce the variability of the learning experience and ensure greater equity for all students.

Insist on Rigor	Break Down Barriers	Align the Work	Advocate for Students
Educators across the school provide learning experiences where every student is challenged, engaged, and develops a greater ownership in their learning through increasingly complex levels of understanding.	Educators are champions for equity, who actively seek out and eliminate educational barriers that would limit or restrict students' access to meaningful and challenging learning opportunities.	Educators increasingly align their practices and beliefs to the common purpose of preparing all students for college and career readiness, as well as students' long-term success.	Educators are advocates of access and equity to challenging coursework for all students, as well as creating strong relationships that empower students' sense of self-belief, finding their voice in the world, and providing the guidance to achieve their dreams.

AVID Schoolwide Domains

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

INSTRUCTION
promotes:
- WICOR® Strategies
- 21st Century Skills
- Student Leadership Skills
- Goal-Setting/Monitoring
- Rigor for All

SYSTEMS
support:
- AVID Site/District Teams
- Professional Learning
- Secondary AVID Elective/Excel Elective Classes
- Equity and Access to Rigorous Courses
- Data Collection and Analysis

LEADERSHIP
ensures:
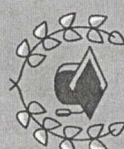- Strategic Planning
- Modeling of Expectations
- College Readiness Mission and Vision
- Career Readiness
- Distributed Leadership Approach
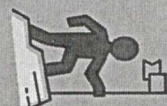
CULTURE
fosters:
- College and Career Awareness and Preparation
- Common Belief in Student Success
- Family and Community Involvement
- High Expectations for All
- Positive and Safe Learning Environment

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 college and career readiness for AVID Elective/Excel Elective students and improved academic performance for all students.

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 college and career readiness for AVID Elective/ Excel Elective students and improved academic performance for all students.

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 meeting college and career readiness requirements.

AVID Schoolwide Subdomains (Secondary)

I. AVID Schoolwide Instruction
1. WICOR (Writing, Inquiry, Collaboration, Organization, and Reading)

II. AVID Schoolwide Systems
1. Management of the AVID Elective/ Excel Elective
2. Access to Rigor and Student Support
3. Assessment of Student Progress
4. Professional Learning

III. AVID Schoolwide Leadership
1. College and Career Readiness Mission and Vision
2. Representative Governance
3. Strategic College and Career Readiness Planning

IV. AVID Schoolwide Culture
1. Rigor
2. Community Activities and College and Career Awareness
3. College-Going Environment

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INFLUENCES AND KEY RESEARCH

The following seminal resources and research helped shape the development of this book. These works guided the topics and concepts addressed in each chapter and are reflected in many of the activities.

Habits of Mind

Developed by Arthur Costa and Bena Kallick in 2000, the Habits of Mind framework describes some of the core characteristics of intelligent behavior. Costa and Kallick describe Habits of Mind as:

> "16 of the attributes that human beings display when they behave intelligently. . . .[Habits of Mind] are the characteristics of what intelligent people do when they are confronted with problems, the resolutions to which are not immediately apparent.

> These Habits of Mind seldom are performed in isolation; rather, clusters of behaviors are drawn forth and used in various situations. For example, when listening intently, we use the habits of thinking flexibly, thinking about our thinking (metacognition), thinking and communicating with clarity and precision, and perhaps even questioning and posing problems" (2008, p. 15).

The 16 Habits of Mind identified by Costa and Kallick (2008) are:

1. Persisting
2. Managing impulsivity
3. Listening with understanding and empathy
4. Thinking flexibly
5. Thinking about thinking (metacognition)
6. Striving for accuracy
7. Questioning and posing problems
8. Applying past knowledge to new situations
9. Thinking and communicating with clarity and precision
10. Gathering data through all senses
11. Creating, imagining, innovating
12. Responding with wonderment and awe
13. Taking responsible risks
14. Finding humor
15. Thinking interdependently
16. Remaining open to continuous learning

These Habits of Mind strongly influenced Chapter 1: Key Characteristics of College- and Career-Ready Students. They also guided development of all activities in all chapters owing to their emphasis on not only having information, but also knowing how to act on it. More information about the

AVID supports school and district college- and career-readiness efforts by providing strategies for rigorous teaching and learning that empower students with academic and 21st century skills to maximize college and career options.

Habits of Mind can be found in the works of Costa and Kallick, especially:

- *Learning and Leading with Habits of Mind: 16 Essential Characteristics for Success*
- *Habits of Mind Across the Curriculum: Practical and Creative Strategies for Teachers*

The Career Ready Practices

The Career Ready Practices are a component of the Common Career Technical Core. These 12 practices, listed below, "include 12 statements that address the knowledge, skills, and dispositions that are important to becoming career ready" (National Association of State Directors of Career Technical Education Consortium/National Career Technical Education Foundation, 2012).

The 12 Career Ready Practices:

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively, and with reason.
5. Consider the environmental, social, and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership, and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

The authors of the Career Ready Practices (CRP), the National Association of State Directors of Career Technical Education Consortium, and the National Career Technical Education Foundation, note that they "describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. CRP should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study" (National Association of State Directors of Career Technical Education Consortium/National Career Technical Education Foundation, 2012). In line with these notions, the Career Ready Practices guided the creation of all chapters of this book, and particularly Chapter 4: Building Career Knowledge. More information about the Common Career Technical Core and the Career Ready Practices can be found on the Advance CTE website, www.careertech.org.

AVID Site Goals for CUHS

Goal #1: **Implement the regular, routine use of various WICOR strategies for instructional planning and classroom practice.**
Each department on campus will select the WICOR strategies that they want to focus on for the school year. The goal focuses first on site team members planning and implementing lessons with a WICOR lens. Then, WICOR practices used among core academic teachers and other key elective teachers. Ultimately, we want to see all teachers engaging students with a WICOR lens. Each department will continue to choose and experiment with specific strategies that best facilitate their subject areas and truly lead to student learning.

Goal #2: **Individual teachers and departments will select a format for focused note taking (FNT) and commit to faithfully implement that FNT format through all five phases of its process for increased student academic development and college career readiness.**
This goal provides each department the opportunity to determine which format of FNT works best for their content and instructional goals. We want to identify FNT as a specific WICOR strategy that all teachers and departments can engage in within their respective capacities (more FNT in academic course work; less FNT in activities-based course work).

Goal #3: **To promote the use of student planners for the purpose of improving the organizational skills of students. All teachers will be intentional about including the student use of the planner in their weekly lesson plans. Students will use their student planners at least 1-2 times per week in all classes throughout the school year.**

Goal #4: **Our Freshmen college-career readiness course will continue as a semester-long CCR AVID course that will be taught by an AVID-trained teacher to prepare all freshmen to practice WICOR, FNT and other strategies schoolwide. We will identify specific protocols, processes and practices that will enable CUHS to effectively recruit students to participate in an AVID elective course for 10th grade students the following year.**

We had planned to implement two AVID elective course offerings for the 22-23 school year, but the recruiting efforts made by the counseling department and the site leadership team members did not produce enough interest in the course among current 9th & 10th grade students who were unwilling to give up alternate elective course options. We will use this freshmen course as one launch point for future AVID electives. We will seek to create a more appealing AVID elective course for next year that students will want to select from among their course electives. We will continue to pursue a schoolwide approach. The recruitment process must begin in January.

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W I C O R

W — WRITING

Writing is:
- A learning tool
- A personal and public communication tool
- A visible record of thinking

Students who write:
- Consider audience & purpose
- Engage in writing as a form of disciplinary literacy to address specific situations
- Cite evidence to support their thinking
- Deepen their understanding of content

AVID curriculum supports writing through the use of:
- Focused note-taking
- Quick-writes, summaries, and reflections
- Argumentative, narrative, expository, and descriptive writing
- The writing process

I — INQUIRY

Inquiry is:
- Uncovering one's understanding
- Asking critical questions
- Engaging in thinking, learning, and discussion

Students who inquire:
- Analyze & synthesize materials or ideas
- Clarify their own thinking
- Probe others' thinking
- Work through ambiguity

AVID curriculum supports inquiry through the use of:
- Skilled questioning techniques
- Costa's Levels of Thinking
- Socratic Seminars
- Group activities & projects
- Philosophical chairs
- Tutorials
- Investigations
- Guiding questions

C — COLLABORATION

Collaboration is:
- Teamwork with shared responsibility
- Sharing of ideas, information & opinions
- Formal & informal discussion

Students who collaborate:
- Work together toward a common goal
- Develop positive interdependence
- Work in focused study groups
- Support the learning of others through inquiry

AVID curriculum supports collaboration through the use of:
- Socratic Seminars
- Tutorials
- Philosophical chairs
- Group activities & projects
- Peer editing groups
- Service learning projects

O — ORGANIZATION

Organization is:
- Managing materials & practicing methodical study habits
- Planning & prioritizing school, work, and social tasks
- Engaging in mental preparation and goal-setting
- Strategically & intentionally taking responsibility for one's own learning

Students who organize:
- Develop & use processes, procedures & tools to study effectively
- Manage their time through prioritizing & goal-setting
- Are prepared for courses, participate during instruction, and interact with instructors
- Self-direct, self-evaluate, self-monitor, and self-advocate

AVID curriculum supports organization through the use of:
- Binders & organizational tools
- Calendars, planners & agendas
- Graphic organizers
- A focused note-taking system
- Tutorials & study groups
- Project planning and SMART goals

R — READING

Reading is:
- Strategically gaining meaning, understanding, and knowledge from print and other media
- Purpose-driven
- Interactive

Students who read:
- Understand text structures
- Apply prior knowledge and make connections to other texts, themselves, and the world
- Make predictions and ask questions
- Create visual images as they read

AVID curriculum supports reading through the use of:
- Deep reading strategies
- Focused note-taking
- Graphic organizers
- Vocabulary building
- Summarizing
- Reciprocal teaching

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The AVID Book Dedicated to WICOR:
Bridges to Success

A Focus on <u>WRITING</u> Strategies
AVID "Bridges to Success": pages 1-49

A Focus on <u>INQUIRY</u> Strategies
AVID "Bridges to Success": pages 51-108

A Focus on <u>COLLABORATION</u> Strategies
AVID "Bridges to Success": pages 109-146

A Focus on <u>ORGANIZATION</u> Strategies
AVID "Bridges to Success": pages 147-198

A Focus on <u>READING</u> Strategies
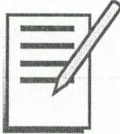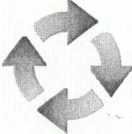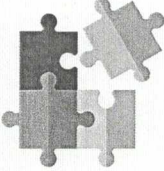AVID "Bridges to Success": pages 199-253

A Focus on <u>STUDENT EMPOWERMENT</u>
AVID "Bridges to Success": pages 255-299

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The Five Phases of the Focused Note-Taking Process

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

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

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Selecting the Appropriate Format for Note-Taking

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

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

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

10

The Three Phases of the Critical Reading Process

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

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

11

The Daily Use of Student Planners

ORGANIZATION

Content information is accurate & recorded daily
Organization is evident through the overall order.

- Items filled-in daily (assignments, quizzes, tests, projects, missing work, etc.)
- Appropriate subject areas completed for all seven periods
- Expose yourself and students to the different resources found in the planner (Detailed SLOs, Mental Health & Wellness, Rotation-at-a-Glance, WICOR strategies, SMART Targets, Growth Mindset reminders, graduation info, A-G List, Attendance, other school policies, athletic info., FFA events, Cardinal Lingo, & Bell Schedule on the back)
- Use of "Weekly SMART Goal" boxes for personal academic goal setting and direction
- Use of "Notes" boxes for personal thoughts re: what students may be learning in classes or other purposes (such as the implicit elements of how the brain works, how they make sense of & organize information, how they apply specific strategies & monitor their outcomes, and how they take control of their own learning)
- Use of "Saturday/Sunday" boxes as reminders for weekend tasks/activities
- Use of the whole-month calendars (outside responsibilities & activities, personal & school-related reminders, sports or clubs schedules, other misc. items)
- Legible, organized writing is most beneficial
- Crossing-off or checking-off completed work (self-monitoring system)
- Color-coding as it may be useful (color can help organization)
- Take time at the beginning, middle or end of a period to interact with the student planners (it must be worked into the regular routine to be most effective)
- The planners can be a useful tool to help students stay organized and be accountable for their school tasks
- If teachers use them and expect students to use them as a regular part of classroom practice, then many students will do so.

12

WALK-THRU GOALS FOR 2022-23 @ CUHS

Plan Lessons Through a WICOR Lens

We will stay focused on the Five Elements of WICOR integrated into regular classroom practices by all teachers schoolwide. Teachers will consistently plan to try out different strategies for student writing, student inquiry, student collaboration, student organization and student reading. Keep working with some form of Focused Notetaking in your departments. We also expect teachers to engage students in the use of planners in order to help students organize themselves & meet the goal of completing all assignments.

Rigorous WICOR Engagement

All students will **rigorous*ly engage*** in developing their skills in writing, inquiry, collaboration, organization and reading in order to be college and career ready. Each teacher's role is to facilitate rigorous engagement in WICOR.

Don't Forget About...

FNT & Planners--- a systematic focused note taking process and use of student planners
CLOs— clear learning objectives (especially for content & language learning)
CFUs—checks for understanding re: content and instructions for tasks
CALs—content academic language in play (vocabulary., formal register, content jargon, etc.)
GRR—gradual-release of responsibility; all phases in play consistently
Perseverance & Grit—promote a don't quit, finish-the-race attitude in all things

Deliberate Language Instruction for All

1. Students interacting in meaningful ways
   a. Collaborative engagement in dialogue with others
   b. Interpretive comprehension & analysis of written and spoken texts
   c. Productive creation of oral presentations and written texts
2. Learning About How English Works
   a. Structuring cohesive texts
   b. Expanding and enriching ideas
   c. Connecting and condensing ideas

13

AVID Workshop Options for
Monday Collaboration, September 13, 2021

"Building Relational Capacity & Focused Note Taking Refresher"
Natalie & Nate Borer in Room C-2

"Planning Through a WICOR Lens"
Emily Brown in Room G-5

"Socratic Seminar: Group Discussion Format"
Andy Farrell in Room J-2

"Philosophical Chairs Variations"
James Johnson in Room C-10

"AVID Strategies That Promote Rigor in the Classroom"
Alisha Savage in Room I-3

"AVID Collaborative Structures in the Classroom"
Brad Schreiber in Room J-1

"Student Creations of One-Pagers"
Ther Xiong in Room I-7

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AVID/WICOR Strategy Session Options
November 7, 2022

Option #1: <u>A Sensory Moment in Time activity—Room I-8</u>
James Dodge

Mr. Dodge will describe and model an activity that seeks to capture the mindsets, feelings, actions and attitudes of particular characters frozen at a point in time either from history, from science, from book characters, or as inanimate objects, etc. Students think, talk and write while assuming the roles of the people involved in the situations. It hinges on the prior knowledge that has been built in the minds of the students about the different characters in play.

Option #2: <u>Organization and Planning for Class Labs and Activities —Room F-2</u>

Alice Johnston

Ms. Johnston will use the medium of "binders" to demonstrate how a variety of good teaching strategies will play out in a lab-based classroom setting with various activities. She will model various AVID/WICOR practices using her Ag courses as the means of modeling effective strategies in an activity-based classroom as follows:

- Look at binder organization systems including binder logs, numbered assignments, and unit structure strategies (vocab, sketch notes, etc.)
- Look at how binder organization and FNT allows students to be self-sufficient in lab settings, by using previous assignments
- Mini lab activity to demonstrate how previous notes/binders allow for easy and hassle free labs and activities

Option #3: <u>Multiple Ways to Build Relational Capacity—Room C-9</u>
Shaun Fredrickson

Mr. Fredrickson will be highlighting the various activities teachers can do to develop good relationships with students and positive relationship among students in the class. The goal is to have some practices in your toolkit that will help strengthen the degree of trust and level of safety that exists between students and between students and their teachers. Help students feel mutual ownership in the expectations and learning within a classroom.

Option #4: <u>Social Emotional Learning in Costa's Levels of Thinking—Room C-2</u>
Natalie Borer

Ms. Borer will attempt to make the connections that exist between social-emotional learning characteristics and those qualities that drive Costa's Levels of Thinking (gathering information; processing information; and applying information). Getting students to think may require some SEL work inside the classroom so that obstacles to learning may be removed.

Option #5: <u>Considering Focused Note Taking Format Options—Room I-9</u>
Thomas Mendonsa

FNT is a big initiative we have pursued as a school for several years. Mr. Mendonsa will introduce and review with you in this session all of the potential FNT formats a teacher could tap into for the purpose of meaningful notetaking that is visible through five phases.

Option #6: <u>How to Stay Fresh in the Classroom: Brain Breaks—Room F-1</u>
Anthony Lenci

A brief discussion format on how using a few minutes here and there can actually increase production and community growth in the classroom. Breaks that can help improve the dynamic of the classroom! Mr. Lenci will offer a variety of practices that teachers can do in short segments of time to give students quick brain breaks in the midst of other academic instructional sequences that tax their brains.

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

	CCI DOMAINS/INDICATORS
SMART GOAL	Aligned with the Goal

Goal #1: Implement the regular, routine use of various WICOR strategies for instructional planning and classroom practice.

What is the identified goal? Is it SMART? (Specific, Measurable, Action-Oriented, Realistic, Timely)

Each department on campus will select the WICOR strategies that they want to focus on for the school year. The goal focuses first on site team members planning and implementing lessons with a WICOR lens. Then, WICOR practices used among core academic teachers and other key elective teachers. Ultimately we want to see all teachers engaging students with a WICOR lens. Each department will continue to choose and experiment with specific strategies that best facilitate their subject areas and truly lead to student learning.

This goal is: New Goal   X Revised or Updated Goal   x Continuing Goal

This goal supports: X Rigorous Academic Preparedness X Student Agency ☐ Opportunity Knowledge

This goal integrates with other plans: **X School Improvement Plan X District Strategic Plan** ☐ Other: **LCAP**

Goal #1; WASC Action Plan Critical Need #2; SPSA Goal #2.

Domain: INSTRUCTION
Indicator(s): #15 WICOR strategies; #3 Focused Note-Taking

Domain: SYSTEMS
Indicator(s): #37 AVID trained in WICOR strategies; #38 AVID Instructional methods; #40 PD in AVID strategies & structures

Domain: LEADERSHIP
Indicator(s): #4 AVID Site Team Composition is well represented and distributed.

Domain: CULTURE
Indicator(s): #1 WICOR, scaffolding, & rigorous instructional strategies; #2 Collaboration thru Dept. sessions on Mondays or other pre-determined times

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BASELINE

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

1. The use of anecdotal observations of classroom teachers by site administrators and instructional coaches related to the practice of specific WICOR strategies.
2. A survey of all teachers on their own individual self-reflective use of the instructional WICOR strategies within their own classrooms.
3. All of the AVID Site Leadership Team teachers share experiences and practices of daily use of WICOR strategies and routine as part of their regular planning and instruction.
4. The associate principal (site coordinator, DD) will include WICOR strategies as key elements of all walk-throughs and full-period observations in order to help monitor WICOR using a systematic approach. Engage in follow-up conversations with teachers as needed.
5. The AVID Site Team composition is well-represented by nearly all departments including administrator, interdisciplinary teachers, counselor, and CCR AVID teacher. Sharing of dept conversations and practices reveals extent of effectiveness.

ACTION STEPS	EVIDENCE	TIMELINE	INDIVIDUAL COMMITMENTS
What action steps do we think will generate improvement?	What evidence will we use to measure progress?	What is an appropriate timeline for the action steps?	Who will be involved and what will they do? (Name/Role/Action)
1-- Engage in walk-thrus and full-period visits to make observations of teachers using various WICOR strategies. Follow up conversations as needed with each department re: "rigorous WICOR engagement" in their classrooms.	Identification of specific WICOR strategies observed by administrators and coaches. Refer to the Progress Adviser system that pinpoints the specific WICOR strategies visible in the classroom and among students. Make visible also through every-other-month dept. reports during collaboration.	4-5 walk-thrus of all teachers and at least one full-period observation of teachers being evaluated. To be completed by March 1. Departments establish their WICOR focus goals for classroom practice by the first week of September. Monthly department members will fully commit to WICOR. All teachers will make efforts to experiment with different WICOR strategies in their weekly planning and practice.	Teachers will teach their classes integrating WICOR. The AP/ Site coordinator will engage in regular walk-thrus of all teachers and follow up professional conversations as needed. Instructional coaches will observe, have conversations with, and give feedback to support student learning. AVID team teachers will commit to selected practices around WICOR. Core content
2-- Conduct a survey of all teachers related to their routine use of various WICOR strategies.	Identify, calculate, analyze and draw conclusions from the survey data around the consistent use of various WICOR practices by teachers.	Establish a baseline from the previous Spring survey and administer the survey again the following December and then again in early May.	The AVID Site Team and AP/Site Coordinator will use the Survey created for last Spring. The AVID site team will follow up on results to analyze the data and its instruction for us and then share that out with departments.
3-- Identify the specific WICOR strategies the different departments choose to use in implementing WICOR within their departments and classrooms.	Document the specific strategies being used and what the notable effects were of the school year as a work in progress. Monthly department checks with all teachers in their respective departments. First WICOR document and report out to AVID team and site coordinator semester one and in early-mid May for semester two.	Engage WICOR practices during the course summary report in mid-December for student learning.	Department heads will keep track of and report out to the AP/Site Coordinator and the AVID site team their respective choices about WICOR strategies. Site team members will document and report out to AVID team and site coordinator the details from each department.
4-- Document the regular teacher implementation of various WICOR strategies based on the classroom instruction conversations, surveys, observations, teacher conversations and shared site-team experiences. Student input on effectiveness.	Progress Adviser statements. Interviews of teachers re: surveys, observations, teacher conversations, etc. Public sharing of AVID team members implementing various WICOR strategies. A visible report that shows survey results, observations, conversations, etc.	Full documentation of WICOR classroom practices. First document check-in will happen in mid-December and the second one will occur in early to mid-May.	AP/site coordinator/DD and AVID site team will commit to this documentation process through locally-created data forms that will show teacher use and student benefit using WICOR strategies. AVID Site team members will report to the team its regular practices, strategies, conversations, and student input, etc. and work to obtain that information from their respective departments.

RESOURCES: What resources will we use to advance these goals? (Be sure to consider the resources available through MyAVID, including, but not limited to: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, the Digital Library, and On Demand Modules.) We will depend on the regular experiences of our own site team members to experiment, practice and implement various WICOR strategies that they can share out with their departments and with the whole staff through Collaboration Mondays. Provide "Path to Schoolwide" again to new group of teachers in fall and/or spring.

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	CCI DOMAINS/INDICATORS
SMART GOAL *What is the identified goal? Is it SMART? (Specific, Measurable, Action-Oriented, Realistic, Timely)* **Goal #2: Individual teachers and departments will select a format for focused note taking (FNT) and commit to faithfully implement that FNT format through all five phases of its process for increased student academic development and college career readiness.** This goal provides each department the opportunity to determine which format of FNT works best for their content and instructional goals. We want to identify FNT as a specific WICOR strategy that all teachers and departments can engage in within their respective capacities (more FNT in academic course work; less FNT in activities-based course work). This goal is: New Goal ☐ Revised or Updated Goal X Continuing Goal This goal supports: **X Rigorous Academic Preparedness X Student Agency** ☐ Opportunity Knowledge This goal integrates with other plans: **X School Improvement Plan X District Strategic Plan #2** ☐ Other: SPSA #2, WASC Action Plan #2.	*Aligned with the Goal* **Domain: INSTRUCTION** Indicator(s): #3 routine focused note-taking formats; #15 A specific high-leverage WICOR strategy (FNT) **Domain: SYSTEMS** Indicator(s): #37 AVID trained in WICOR strategies; #38 AVID Instructional methods; #39 Site/District Leadership Training PD; #40 PD in AVID strategies & structures .(AVID Site Team) **Domain: LEADERSHIP** Indicator(s): #1 School mission & vision are aligned with AVID; #2 Communicate School mission & vision to stakeholders **Domain: CULTURE** Indicator(s): #1 WICOR, scaffolding, and rigorous instructional practices (FNT); #2 Collaboration thru Dept. PLC (Monday sessions) & whole group training
BASELINE *What data do we have to validate this goal? Using that data, what is our established baseline?* 1. The use of anecdotal observations and professional conversations with classroom teachers by site administrators and instructional coaches related to the consistent practice of a specific FNT format with commitment to engaging all five phases of the process with students routinely. 2. A survey of all teachers on their own individual self-reflective use of the department's chosen format of FNT. 3. All of the AVID Site Leadership Team teachers share experiences and practices of the routine use of focused note taking formats and their five phases as part of their regular planning and instruction. Department heads will also share FNT progress during collaboration times as part of regular agenda items. This information will be shared in dept. meetings and AVID site team meetings and via observations by AP/Site coordinator. 4. The AP (site coordinator, DD) will include FNT as an identifiable target during walk-throughs and full-period observations in order to help monitor the use of FNT as a systematic approach to CCR skill development. He will also meet with each dept to discuss the practices of FNT in classrooms during collaboration times.	

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ACTION STEPS	EVIDENCE	TIMELINE	INDIVIDUAL COMMITMENTS
What action steps do we think will generate improvement?	*What evidence will we use to measure progress?*	*What is an appropriate timeline for the action steps?*	*Who will be involved and what will they do? (Name/Role/Action)*
1– Full implementation of FNT by AVID Site Team members in order to set their effectiveness thru & full-period observations of site team teachers using FNT in class with students. Sharing during collaboration times with departments and whole staff. Student feedback/input about the effectiveness of FNT practices in class.	Testimonies of site team members about was started in the last school year. Walk-Expand and cement the use of the FNTformat in all five phases throughout the school year. This process of developing an FNT in "all five phases" is a long-term work in progress.	Fully implement an FNT format that then extending to core content teachers and a select few elective content teachers. The AP/site coordinator will engage in regular walk-throughs & conversations to observe and document the use of FNT among site team members and other content area teachers. Teaching staff completes a reflective survey and shares experiences w/staff through dept meetings & collaboration times.	Initial commitment by AVID Site Team members and
2– Every department will select and agree to implement a specific FNT format consistent with their respective department content. Continue this effort schoolwide.	Departments will submit to the AP/site coordinator their department's chosen FNT format through a structured department heads meeting. Dept heads will document how each teacher is progressing in their FNT practices.	Site team members continue FNT practices throughout school year. All core departments & some elective teachers will plan and use FNT to start during collaboration sessions. AP/site coordinator commits to targeting FNT with teachers through observations and conversations.	Site team member commitments to continue FNT in classrooms throughout academic year. Site team members share with departments and ultimately with whole staff through dept meetings & collaboration times.
3– Every teacher within a department will commit to practice the agreed upon FNT format working thru all five phases of effective FNT. Provide PL as needed for all teachers to effectively implement all five phases. Work in progress.	Demonstration of professional development around the various formats and especially the consistent completion of all five phases in the FNT process.	All teachers will develop FNT skills throughout the school year. Discussions in departments and during collaboration times.	Individual teacher commitment and follow through to experiment and implement a specific FNT routinely in class during the school year. Site team members will engage in providing professional development to other teachers based on their own knowledge and experience of using FNT with students.
4– Document Site Team implementation and Core Content Area teacher implementation through Site Team meeting notes, through teacher surveys of reflective practice, and through anecdotal observations of and conversations with teachers/depts school wide.	AP walk-thru observations and feedback. AP full-period observation input. Site team testimonies during site team meetings and whole group collaboration times. Testimonies from core content teachers in their use of FNT format and phases.	Walk-throughs and full-period observations by site AP & instructional coaches throughout the school year. Site team members will share out experiences on various Mondays throughout the school year with departments and during whole staff collaborations.	AP/Site Coordinator commitment to walk-throughs and teacher conversations around FNT. Site team member commitment to implement in classes and to share out with departments and Monday Collaborations. Site team members will commit to the consistent practice of all five phases not just phase one and two. Willingness by all members of the site team to assist with the documentation process.

RESOURCES: What resources will we use to advance these goals? (Be sure to consider the resources available through MyAVID, including, but not limited to: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, the Digital Library, and On Demand Modules.) Site team members who have experimented with and implemented a focused note-taking strategy will be our best providers of internal professional development apart from the resources mentioned above. Site team members will share first with their departments and later with the whole staff on Monday Collaborations.

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	CCI DOMAINS/INDICATORS
SMART GOAL	
What is the identified goal? Is it SMART? (Specific, Measurable, Action-Oriented, Realistic, Timely)	Aligned with the Goal
Goal #3: To promote the use of student planners for the purpose of improving the organizational skills of students. All teachers will be intentional about including the student use of the planner in their weekly lesson plans. Students will use their student planners at least 1-2 times per week in all classes throughout the school year.	**Domain: INSTRUCTION** Indicator(s): #15 WICOR strategies; #12 *Organizational tools: school planners*
This goal is: ___ New Goal ☐ Revised or Updated Goal X Continuing Goal	**Domain: SYSTEMS** Indicator(s): #37-40 AVID trained in WICOR strategies & site team leadership training
This goal supports: X Rigorous Academic Preparedness X Student Agency X Opportunity Knowledge	
This goal integrates with other plans: **X School Improvement Plan X District Strategic Plan** ☐ Other: **LCAP**	**Domain: LEADERSHIP** Indicator(s): #1 = Mission aligned w/AVID; #2 = mission communicated to stakeholders; #4 = site team composition #7 AVID is included in district budgets for student planners.
Goal #1; WASC Action Plan Critical Need #2; SPSA Goal #2.	
BASELINE	
What data do we have to validate this goal? Using that data, what is our established baseline?	
1. The use of anecdotal observations of classroom teachers and conversations with them by site administrators & instructional coaches related to the practice of promoting the use of student planners.	**Domain: CULTURE** Indicator(s): #1 WICOR, student & teacher use of student planners for organization; #2 Collaboration thru Dept. sessions on Mondays or other pre-determined times
2. A survey of all teachers and students on their own individual self-reflective use of student planners in the process of planning for classes and staying organized.	
3. All of the AVID Site Leadership Team teachers share experiences and practices of daily use of student planners for organizational purposes and how their students are progressing w/this practice.	
4. The associate principal (site coordinator, DD) will include student planner use as a key element of all walk-throughs, full-period observations, and **professional conversations** in order to help monitor this WICOR practice using a systematic approach in lesson planning and implementation.	

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ACTION STEPS	EVIDENCE	TIMELINE	INDIVIDUAL COMMITMENTS
What action steps do we think will generate improvement?	What evidence will we use to measure progress?	What is an appropriate timeline for the action steps?	Who will be involved and what will they do? (Name/Role/Action)
1– Engage in walk-thrus, full-period visits, and professional conversations to engage teachers in using student planners with their students consistently. Document these interactions thru the Progress Adviser system, thru a Google doc, and thru weekly WICOR strategy visible in the classroom & monthly site team meeting docs.	Identification of specific organization strategies shared by teachers and observed by administrators and coaches. Refer to the Progress Adviser system that pinpoints the specific organization among students. Talk to students about their daily use in classes.	Multiple, random observations completed throughout the school year. Departments will check-in and share out each month about the status, progress and use of student planners in each teacher's classroom. Monthly follow ups by department heads.	Teachers will teach their classes integrating the regular use of student planners. The AP/site coordinator will engage in regular walk-throughs of all teachers. Instructional coache will observe, have conversations with, and give feedback to support student organization through the planners. AVID team members will commit to the use of student planners deliberately and intentionally. All core content teachers will commit to specific practices around using student planners in their lesson designs.
2– Conduct a survey of all teachers and students related to their routine use of the student use of planners in most or all classes no less than once per week.	Identify, calculate, analyze and draw conclusions from the survey data around the student use of planners in classes by both teachers and students.	Expect that all teachers schoolwide will integrate the use of planners at least once per week if not more often throughout the entire school year. Survey in December and May to compare.	The AVID Site Team and AP/site coordinator will create the survey. All teachers and students will take the survey. The AVID site team will follow up on results to analyze the data and its instruction for us.
3– Continue to promote the student planners as a key WICOR strategy thru the different departments every week and month during dept. collaboration meetings.	Pinpoint this specific strategy being used and what the notable effects were of using it with students. Engage students regularly in all classes on their personal, individual use of the planner. Monthly reports of teacher-student use in depts.	This student planner use among students will be checked on at least weekly by all teachers and everyday by some. Roll out first week; follow up each month through departments.	Department heads will keep track of and report out to the AP/site coordinator and AVID site team their respective progress with students in using planners consistently. Site coordinator and site team will document and report out to staff the progress being made in student organization. The more that teachers expect students to use it, the more they wi[...] The adults will create the culture of planners.

RESOURCES: What resources will we use to advance these goals? (Be sure to consider the resources available through MyAVID, including, but not limited to: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, the Digital Library, and On Demand Modules.) We will depend on the regular experiences of our own site team members to experiment, practice and implement various Organization strategies that they can share out with their departments and with the whole staff during Collaboration Mondays.

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CUHS AVID Site Team Goal #4 for 2022-2023

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

SMART GOAL	CCI DOMAINS/INDICATORS
What is the identified goal? Is it SMART? (Specific, Measurable, Action-Oriented, Realistic, Timely)	*Aligned with the Goal*
Goal #4: Our Freshmen college-career readiness course will continue as a semester-long CCR AVID course that will be taught by an AVID-trained teacher to prepare all freshmen to practice WICOR, FNT CCR courses. and other strategies schoolwide. We will identify specific protocols, processes and practices that will enable CUHS to effectively recruit students to participate in an AVID elective course for 10th grade students the following year.	**Domain: INSTRUCTION** Indicator(s): #15 WICOR in Freshmen CCR courses.
We had planned to implement two AVID elective course offerings for the 22-23 school year, but the recruiting efforts made by the counseling department and the site leadership team members did not produce enough interest in the course among current 9th & 10th grade students who were unwilling to give up alternate elective course option. We will use this freshmen course as one launch point for future AVID electives. We will seek to create a more appealing AVID elective course for next year that students will want to select from among their course electives. We will continue to pursue a schoolwide approach. The recruitment process must begin in January.	**Domain: SYSTEMS** Indicator(s): #1 Defined selection criteria; #3 AVID Elective Student Recruitment & Selection Plan; #4 Voluntary participation; #5 Identify & select AVID Elective Class Teachers;
This goal is: X New Goal ☐ Revised or Updated Goal X Continuing Goal	**Domain: LEADERSHIP** Indicator(s): #4 AVID Site Team Composition (elective teachers still on team for 20-21; #6 AVID's philosophy of open & equal access to rigorous courses; #7 AVID is included in district budget for future years;
This goal supports: X Rigorous Academic Preparedness X Student Agency X Opportunity Knowledge	
This goal integrates with other plans: X School Improvement Plan X District Strategic Plan ☐ Other:	
BASELINE	**Domain: CULTURE** Indicator(s): #9 Teacher expectations of students to post-secondary pursuits
What data do we have to validate this goal? Using that data, what is our established baseline?	
1. Our established baseline of AVID knowledge and skills strategies, practices and protocols for a successful student will be facilitated through the AVID-trained teacher and the course provided.	
2. A beginning-of-semester and end-of-semester survey/assessment of each freshman's knowledge and skills of AVID perspectives and practices will be administered to each 9th grade student in the course.	

ACTION STEPS	EVIDENCE	TIMELINE	INDIVIDUAL COMMITMENTS
What action steps do we think will generate improvement?	*What evidence will we use to measure progress?*	*What is an appropriate timeline for the action steps?*	*Who will be involved and what will they do? (Name/Role/Action)*
1– We will identify all of the content and skills we want in this AVID course to develop in all freshmen students at CUHS. "Bridges to Success" & AVID 9/10 Content	The site coordinator/AP and the AVID trained teacher agreed will be addressed and reinforced through the the frosh students will engage in semester-long course with for the semester. Verify content monthly check-in points at the at semester end of each month.	All of the content and skills the core content and skills found in the "Bridges to Success" text along with elements of the AVID 9 elective course content. Site coordinator will check-in with teacher twice per month.	The CCR AVID teacher will facilitate the class and will promote the core content and skills found in the "Bridges to Success" text along with elements of the AVID 9 elective course content. Site coordinator will check-in with teacher twice per month.
2– The teacher of the other semester-long CCR Health course that parallels the CCR AVID course will also facilitate and model AVID-specific strategies and classroom practices throughout the year.	Specific documentation by AP/site coordinator and the CCR Health teacher's use of multiple AVID strategies through the course of the semester to reinforce best student practices consistent with AVID approaches.	Monthly check-ins with the CCR Health teacher to confirm the identification and implementation of the various WICOR, FNT and planner practices within the CCR Health course.	The CCR Health teacher will commit to implementing similar AVID, WICOR, FNT & planner practices in the semester-long course consistent with the perspectives and practices of the other CCR class. The AP/Site Coordinator will meet monthly with the CCR Health teacher re: these AVID practices and their implementation.
3– We will also promote AVID strategies among the other teachers of freshmen on our campus in order to reinforce what freshmen are learning in their CCR AVID course and CCR Health course.	Specific documentation by 9th grade classroom teachers and the AP/site coordinator that verify teachers regarding their use of and confirm the use of WICOR, FNT & planner practices in those freshmen courses.	At the end of each semester, we will survey freshmen teachers regarding their use of curriculum. WICOR, FNT & planner use in their freshmen courses.	All freshmen teachers will commit to reinforcing AVID, WICOR, FNT & planner practices at least once per week through consistent implementation and knowledge-skill development across the curriculum. The AP/Site Coordinator will commit to regular, consistent conversations with all freshmen teachers to help reinforce implementation and perspective.

RESOURCES

What resources will we use to advance this goal? (Be sure to consider the resources available through MyAVID including, but not limited to, Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On-Demand Modules.) We will depend on the regular experiences of our own site team members to experiment, practice and implement various WICOR strategies that they can share out with their departments and with the whole staff through Collaboration Mondays. Resources that reinforce WICOR practices such as "Bridges to Success" and texts from AVID related to the creation and implementation of an AVID Elective course for the future. Our specific need is in the area of recruitment amid the elective options for sophomores, juniors and seniors.