

Beech Elementary

(Certification Self-Study, 2014-2015)

Program Status: Certified

Year Implemented: 2012

Certification - AVID Essential No. 1

Writing to Learn, Inquiry, Collaboration, Organization, Reading to Learn (WICOR) as well as Learning to Write, Learning to Inquire, Learning to Collaborate, Learning to Organize and Learning to Read (L-WICOR) are the foundation for instruction in AVID Elementary classrooms.

Rating Guide - Note these items default to Level 0 until selected.

| | (Level 0) Not AVID | (Level 1) Meets Certification Standards | (Level 2) Routine Use | (Level 3) Institutionalization |
|----|--|---|---|--|
| 1. | <input type="radio"/> There is no evidence that one or more AE teachers are providing opportunities to utilize AE reflection tools in one or more core content areas. | <input type="radio"/> One or more AE teachers provide opportunities to utilize AE reflection tools in one or more core content areas. | <input type="radio"/> Two or more AE grade levels provide opportunities to utilize AE reflection tools in two or more core content areas. | <input type="radio"/> There is evidence that the entire AE site provides opportunities to utilize AE reflection tools in all core content areas. |
| 2. | <input type="radio"/> AE students are not able to articulate AE reflective writing strategies in one or more content areas. | <input type="radio"/> AE students in one or more classrooms are able to articulate how to utilize AE reflective writing strategies in one or more core content areas. | <input type="radio"/> AE students in two or more grade levels are able to demonstrate the use of reflective writing strategies in two or more content areas. | <input type="radio"/> All AE students integrate reflective writing strategies in all core content areas. |
| 3. | <input type="radio"/> It is not evident that one or more AE teachers utilize Levels of Thinking and Questioning in one or more core content areas. | <input type="radio"/> One or more AE teachers utilize teacher direction related to Levels of Thinking and Questioning in one or more core content areas. | <input type="radio"/> Two or more AE grade levels utilize teacher facilitation related to opportunities for all Levels of Thinking and Questioning in two or more core content areas. | <input type="radio"/> There is evidence that the entire AE site provides opportunities for students to utilize all Levels of Thinking and Questioning in all core content areas. |
| 4. | <input type="radio"/> AE students are not able to independently articulate Levels of Thinking and Questioning. | <input type="radio"/> AE students in one or more AE classrooms are able to articulate the different Levels of Thinking and Questioning in one or more core content areas. | <input type="radio"/> AE students in two or more AE grade levels demonstrate Levels of Thinking and Questioning in two or more core content areas. | <input type="radio"/> All AE Students integrate the Levels of Thinking and Questioning in all core content areas. |
| 5. | <input type="radio"/> It is not evident that one or more AE teachers utilize teacher direction related to AE strategies and provide clear directions for working in collaborative learning groups in one or more core content areas. | <input type="radio"/> One or more AE teachers utilize teacher direction related to AE strategies and provide clear directions for working in collaborative learning groups in one or more core content areas. | <input type="radio"/> Two or more AE grade levels utilize teacher facilitation related to AE strategies and provide specific routines for working in collaborative learning groups in two or more core content areas. | <input type="radio"/> There is evidence that the entire AE site provides opportunities for students to work collaboratively in all core content areas. |
| 6. | <input type="radio"/> It is not evident that AE students utilize collaborative learning groups in one or more content areas. | <input type="radio"/> AE students in one or more AE classrooms are able to articulate how to work in collaborative learning groups in one or more core content areas. | <input type="radio"/> AE students in two or more AE grade levels demonstrate how to work in collaborative learning groups in two or more core content areas. | <input type="radio"/> All AE Students integrate collaborative learning groups in all core content areas. |
| 7. | <input type="radio"/> It is not evident that one or more AE teachers utilize teacher direction related to expectations for organizational tools in one or more core content areas. | <input type="radio"/> One or more AE teachers utilize teacher direction related to expectations to organize information and materials in one or more core content areas. | <input type="radio"/> Two or more AE grade levels utilize teacher facilitation related to routines to organize information and materials in two or more core content | <input type="radio"/> There is evidence that the entire AE site provides opportunities for student routines to organize information and materials with systematic organization |

| | | | | |
|-----|--|--|---|---|
| | | | areas. | tools in all core content areas. |
| 8. | ☐ It is not evident that students in AE classrooms identify assignments, locate materials and are able to describe a self-monitoring system. | ☐ AE students in one or more AE classrooms are able to articulate assignments, locate materials and describe a self-monitoring system in one or more core content areas. | ☑ AE students in two or more AE grade levels demonstrate (proactively) assignments and responsibilities inside/outside of school, maintain materials and have a self-monitoring system in two or more core content areas. | ☑ All AE students integrate a system to develop a designated study plan, monitor goal-setting, proactively manage materials and have a self-monitoring process in all core content areas. |
| 9. | ☐ It is not evident that AE teachers directly model a variety of AE-identified effective reading strategies in one or more core content areas. | ☐ One or more AE teachers utilize teacher direction related to modeling of a variety of AE-identified effective reading strategies in one or more core content areas. | ☑ Two or more AE grade levels utilize teacher facilitation related to models of AE-identified effective reading strategies in two or more core content areas. | ☐ There is evidence that the entire AE site provides opportunities for independent exploration of AE-identified effective reading strategies in all core content areas. |
| 10. | ☐ It is not evident that AE students are able to identify a variety of AE effective reading strategies in one or more core content areas. | ☐ AE students in one or more AE classrooms are able to articulate and identify at least three AE effective reading strategies in one or more core content areas. | ☑ AE students in two or more AE grade levels demonstrate ability to utilize at least three AE effective reading strategies in two or more core content areas. | ☑ All AE students integrate AE effective reading strategies in all core content areas. |

Rating for AVID Essential No. 1 - Number of Indicators at each level:

Level 0: 0 **Level 1:** 0 **Level 2:** 9 **Level 3:** 1

Level of Implementation for AVID Essential No. 1: 2

Textual Questions

What are some of the particular strengths of AVID Elementary Essential 1 at your site?

*Writing to learn and writing within the text (notetaking) * Organizational tools are used daily (agenda, communication) * Students collaborate with others daily (Kagan, Cats/Fish, classroom arrangement) * Strategies for reading to learn (close reading)

What aspects of AVID Elementary Essential 1 have room for growth?

* Levels of Questioning for student generated questions * Self-monitoring * Levels of Questioning for teacher generated questions

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Certification - AVID Essential No. 2

AVID Elementary sites incorporate rigorous, relevant, differentiated opportunities for all students in an environment that promotes college readiness.

Rating Guide - Note these items default to Level 0 until selected.

| | (Level 0) Not AVID | (Level 1) Meets Certification Standards | (Level 2) Routine Use | (Level 3) Institutionalization |
|----|--|--|--|---|
| 1. | <input type="radio"/> There is no evidence that one or more AE classrooms provide teacher direction related to instruction in order to promote a positive, safe, challenging academic environment. | <input type="radio"/> There is evidence in one or more AE classrooms that teacher direction is provided in the formation and promotion of a positive, safe, challenging academic environment. | <input type="radio"/> There is evidence in two or more AE grade levels of teacher facilitation of a positive, safe, challenging academic environment. | <input checked="" type="radio"/> There is evidence that the entire AE site promotes a positive, safe, challenging academic environment. |
| 2. | <input type="radio"/> There is no evidence that one or more AE teachers utilize a variety of diverse grouping patterns with attention, not limited to gender, race, ethnicity and culture as it applies to differentiated instructional opportunities. | <input type="radio"/> There is evidence that one or more AE teachers utilize a variety of diverse grouping with attention, not limited to gender, race, ethnicity and culture as it applies to differentiated instructional opportunities. | <input type="radio"/> There is evidence that two or more AE grade levels utilize a variety of diverse grouping with attention, not limited to gender, race, ethnicity and culture as it applies to differentiated instructional opportunities. | <input checked="" type="radio"/> There is evidence that the entire AE site utilizes a variety of diverse grouping with attention, not limited to gender, race, ethnicity and culture as it applies to differentiated instructional opportunities. |
| 3. | <input type="radio"/> There is no evidence that one or more AE classrooms embed and promote the use of AE components (L-WICOR, WICOR framework, Student Success Skills and Partnerships). | <input type="radio"/> There is evidence that one or more AE classrooms embed and promote the use of AE components. | <input type="radio"/> There is evidence that two or more AE grade levels embed and promote the use of AE components. | <input checked="" type="radio"/> There is evidence that the entire site has embedded and continuously promotes the AE components. |
| 4. | <input type="radio"/> There is no evidence that one or more AE classrooms through teacher direction identify and define academic expectations within the site and feeder pattern. | <input type="radio"/> There is evidence that one or more AE classrooms through teacher direction identify and define academic expectations within the site and feeder pattern. | <input checked="" type="radio"/> There is evidence that two or more AE grade levels use teacher facilitation identify and define academic expectations within the site and feeder pattern. | <input type="radio"/> There is evidence that the entire AE site promotes, defines and expects academic excellence across all grade levels and within the feeder pattern. |
| 5. | <input type="radio"/> There is no evidence that one or more AE classrooms use teacher direction related to instruction that reinforces Student Success Skills for all students. | <input type="radio"/> There is evidence that one or more AE classrooms use teacher direction related to instruction that reinforces Student Success Skills for all students. | <input type="radio"/> There is evidence that two or more AE grade levels use teacher facilitation related to experiences that reinforce Student Success Skills for all students. | <input checked="" type="radio"/> There is evidence that the entire AE site expects student initiation of Student Success Skills in all aspects of the academic day. |

Rating for AVID Essential No. 2 - Number of Indicators at each level:

Level 0: 0 **Level 1:** 0 **Level 2:** 1 **Level 3:** 4

Level of Implementation for AVID Essential No. 2: 3

Textual Questions

What are some of the particular strengths of AVID Elementary Essential 2 at your site?

* College related displays * AVID Notebooks/Daily use and consistency * T-shirts, AVID/College Days promoted on school calendar * Use of 2 column notes & levels of

questioning * AVID Night * College Field Trips * Differentiation in all-inclusive across curriculum

What aspects of AVID Elementary Essential 2 have room for growth?

* Continuity across grade levels * More opportunities for gifted students * After school tutoring and gifted programs * More in-depth training and follow-up for staff new to AVID

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Certification - AVID Essential No. 3

AVID Elementary Leaders support, guide, and facilitate AVID Elementary implementation for all students.

Rating Guide - Note these items default to Level 0 until selected.

| | (Level 0) Not AVID | (Level 1) Meets Certification Standards | (Level 2) Routine Use | (Level 3) Institutionalization |
|----|--|--|---|---|
| 1. | <input type="radio"/> AE Principal has not attended one AVID Summer Institute AE strand within the last two years. | <input checked="" type="radio"/> AE Principal has attended one AVID Summer Institute AE strand within the last two years. | <input type="radio"/> AE Principal has attended two or more AVID Professional Learning opportunities (AVID Summer Institute, E-Learning, National Conference) per year and guides implementation across site. | <input type="radio"/> AE Principal attends three or more AVID Professional Learning opportunities each academic year and leads integration to ensure fidelity of AE implementation. |
| 2. | <input type="radio"/> AE Principal does not attend AE grade-level and AE site team meetings that address AE implementation. | <input type="radio"/> AE Principal leads AE grade-level and AE site team meetings that address AE implementation. | <input checked="" type="radio"/> AE Principal leads and coaches AE grade-level and AE site team meetings that address AE implementation. | <input type="radio"/> AE Principal leads, coaches and mentors AE grade-level and AE site team meetings that address AE implementation. |
| 3. | <input type="radio"/> AE Principal does not articulate specific AE strategies in a variety of instructional settings (including grade-level meetings or classroom walkthroughs). | <input type="radio"/> AE Principal articulates specific AE strategies in a variety of instructional settings. | <input checked="" type="radio"/> AE Principal articulates and demonstrates specific AE strategies in a variety of instructional settings. | <input type="radio"/> AE Principal articulates, demonstrates and coaches AE strategies in a variety of instructional settings. |
| 4. | <input type="radio"/> AE site team has not developed a shared mission, vision, values or goals for sustainable AE implementation. | <input type="radio"/> AE Site team has developed and can articulate a shared mission, vision, values and goals for sustainable AE implementation. | <input checked="" type="radio"/> AE Site team can demonstrate actions that are aligned with the shared mission, vision, values and goals for sustainable AE implementation. | <input type="radio"/> AE Site team integrates the shared mission, vision, values and goals as a cornerstone for all site decisions |
| 5. | <input type="radio"/> AE site team does not establish awareness of AE site focus nor lead two or more home/school workshops per academic year. | <input checked="" type="radio"/> AE site team establishes awareness of AE site focus by leading two or more home/school workshops per academic year. | <input type="radio"/> AE site team facilitates involvement in AE site focus by leading three or more home/ school workshops per academic year. | <input type="radio"/> AE site team creates sustained partnerships in AE site focus by leading four or more home/school workshops per academic year. |

Rating for AVID Essential No. 3 - Number of Indicators at each level:

Level 0: 0 **Level 1:** 2 **Level 2:** 3 **Level 3:** 0

Level of Implementation for AVID Essential No. 3: 1

Textual Questions

What are some of the particular strengths of AVID Elementary Essential 3 at your site?

* Consistent expectations of AVID components * Actions are aligned with building mission, vision, values and goals * Collaboration with parents and roles of all stakeholders

What aspects of AVID Elementary Essential 3 have room for growth?

* Expanding AVID components and communication building wide * Coaching strategies * Developing building wide AVID Teams *More opportunities for home/school AVID

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Year Implemented: 2012

Certification - AVID Essential No. 4

AE sites align their systems by utilizing the 4 Pillars of Excellence (accountability, articulation, assessment, calibration) to ensure quality of AE implementation across the site.

Rating Guide - Note these items default to Level 0 until selected.

| | (Level 0) Not AVID | (Level 1) Meets Certification Standards | (Level 2) Routine Use | (Level 3) Institutionalization |
|----|--|--|--|---|
| 1. | <input type="radio"/> It is not evident that Principal documents and oversees the specified resources (personnel, time, assessments, fiscal) for implementation. | <input type="radio"/> The principal documents and oversees the specified resources (personnel, time, assessments, fiscal) to support implementation in one or more classrooms. | <input checked="" type="radio"/> The principal documents and oversees the specified resources (personnel, time, assessments, fiscal) to support implementation in two or more grade levels. | <input type="radio"/> The principal documents and oversees the specified resources (personnel, time, assessments, fiscal) to support implementation and sustainability across the site. |
| 2. | <input type="radio"/> It is not evident that the Principal submits AE Site Level Data to the DD-E according to timelines. | <input type="radio"/> The principal submits AE Site Level Data to the DD-E according to timelines. | <input checked="" type="radio"/> The principal submits AE Site Level Data to the DD-E according to timelines and utilizes both Site Level Data and AE assessments to determine professional learning needs and AVID site priorities. | <input type="radio"/> The principal submits AE Site Level Data to the DD-E according to timelines and collaborates with the site team to determine professional learning needs and refine AVID site priorities for AE sustainability. |
| 3. | <input type="radio"/> There is no evidence that AE teachers administer AE assessments and disaggregate data according to timelines, to inform instruction. | <input type="radio"/> One or more AE teachers administer AE assessments and disaggregate data according to timelines, to inform instruction. | <input checked="" type="radio"/> Two or more AE grade levels administer AE assessments and meet quarterly to disaggregate data according to timelines, to inform instruction. | <input type="radio"/> AE site team meets at least quarterly to collect and disaggregate assessment data according to timelines, to inform vertical and horizontal progression of skills across the site. |
| 4. | <input type="radio"/> There is no evidence that AE teachers review and refine AVID grade-level priorities and related SMART goals. | <input type="radio"/> One or more AE teachers review and refine AE grade-level priorities and related SMART goals. | <input checked="" type="radio"/> Two or more AE grade levels meet quarterly to review and refine AE grade-level priorities and related SMART goals. | <input type="radio"/> AE site team meets at least quarterly to review and refine AE grade-level priorities and related SMART goals that support sequential progression of skills across the site. |

Rating for AVID Essential No. 4 - Number of Indicators at each level:

Level 0: 0 **Level 1:** 0 **Level 2:** 4 **Level 3:** 0

Level of Implementation for AVID Essential No. 4: 2

Textual Questions

What are some of the particular strengths of AVID Elementary Essential 4 at your site?

* All 4th & 5th grade teachers have gone to AVID training (including all new and 1st year teachers) * All 4th & 5th grade teachers are implementing and assessing AE strategies * Using AE data to inform instruction

What aspects of AVID Elementary Essential 4 have room for growth?

* AE team could meet more frequently to disaggregate assessment data * AE team could discuss SMART goals more frequently

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Year Implemented: 2012

Elementary Certification Summary

Notes

0 record(s) in the list.

No records found.

Essentials Overview

| | Level 0 | Level 1 | Level 2 | Level 3 | Overall Level |
|--|---------|---------|---------|---------|---------------|
| AVID Essential No. 1 Instruction | | | | | |
| | 0 | 0 | 9 | 1 | 2 |
| Q: What are some of the particular strengths of AVID Elementary Essential 1 at your site? A: * Writing to learn and writing within the text (notetaking) * Organizational tools are used daily (agenda, communication) * Students collaborate with others daily (Kagan, Cats/Fish, classroom arrangement) * Strategies for reading to learn (close reading) | | | | | |
| Q: What aspects of AVID Elementary Essential 1 have room for growth? A: * Levels of Questioning for student generated questions * Self-monitoring * Levels of Questioning for teacher generated questions | | | | | |
| AVID Essential No. 2 Culture | | | | | |
| | 0 | 0 | 1 | 4 | 3 |
| Q: What are some of the particular strengths of AVID Elementary Essential 2 at your site? A: * College related displays * AVID Notebooks/Daily use and consistency * T-shirts, AVID/College Days promoted on school calendar * Use of 2 column notes & levels of questioning * AVID Night * College Field Trips * Differentiation in all-inclusive across curriculum | | | | | |
| Q: What aspects of AVID Elementary Essential 2 have room for growth? A: * Continuity across grade levels * More opportunities for gifted students * After school tutoring and gifted programs * More in-depth training and follow-up for staff new to AVID | | | | | |
| AVID Essential No. 3 Leadership | | | | | |
| | 0 | 2 | 3 | 0 | 1 |
| Q: What are some of the particular strengths of AVID Elementary Essential 3 at your site? A: * Consistent expectations of AVID components * Actions are aligned with building mission, vision, values and goals * Collaboration with parents and roles of all stakeholders | | | | | |
| Q: What aspects of AVID Elementary Essential 3 have room for growth? A: * Expanding AVID components and communication building wide * Coaching strategies * Developing building wide AVID Teams * More opportunities for home/school AVID workshops | | | | | |
| AVID Essential No. 4 Systems | | | | | |
| | 0 | 0 | 4 | 0 | 2 |
| Q: What are some of the particular strengths of AVID Elementary Essential 4 at your site? A: * All 4th & 5th grade teachers have gone to AVID training (including all new and 1st year teachers) * All 4th & 5th grade teachers are implementing and assessing AE strategies * Using AE data to inform instruction | | | | | |

Q: What aspects of AVID Elementary Essential 4 have room for growth?

A: * AE team could meet more frequently to disaggregate assessment data * AE team could discuss SMART goals more frequently

| | | | | | |
|---------------|----------|----------|-----------|----------|--|
| Total: | 0 | 2 | 17 | 5 | |
|---------------|----------|----------|-----------|----------|--|

Certification Levels

Certification Level Recommended for this School

AVID Elementary Certified

the elementary site meets certification requirements, all essentials are rated level 1 and higher and is implementing AVID Elementary in the following academic year.

Commendations

Beech Site Team has a clear vision for growth and implementation expectations. I'm excited on the expansion of AVID into K-3rd grades and you begin to align your work toward a schoolwide AVID system! Keep up the momentum; it's going to be another great school year!

Recommendations

As we continue to grow the work of site teams, begin thinking about how you can show evidence and examples that are representative to the CSS indicators and levels that you have selected. Our new AVID structure in 259 will support many of your goals and visions during your continued success.