



Hugo Reid Elementary School

(Initial Self-Study, 2017-2018)

Program Status: New Implemented Year 1

Year Implemented: 2017

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.

Possible Evidence Sources

- Use of AVID Elementary implementation resources, activities, and handouts
- Use of AVID Elementary Weekly
- Classroom observations by: Peers, Administration, AVID Center Staff
- Samples of student reflections
- Samples of student organizational tools
- Samples of student note-taking
- Samples of student work with levels of thinking clearly indicated
- Photos/videos of students
- Teacher lesson plans
- Other

Specify: AVID video of student participants

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 AE teachers are providing opportunities to utilize AE reflection tools.	<input type="radio"/> One or more AE teachers provide opportunities to utilize AE reflection tools.	<input checked="" type="radio"/> One or more AE teachers at two or more AE grade levels provide opportunities to utilize AE reflection tools.	<input type="radio"/> The majority of teachers at the site provide opportunities to utilize AE reflection tools.
2.	<input type="radio"/> There is no evidence that AE teachers provide opportunities and structures for note-taking.	<input type="radio"/> One or more AE teachers provide opportunities and structures for note-taking.	<input type="radio"/> One or more AE teachers at two or more grade levels provide opportunities and structures for note-taking.	<input checked="" type="radio"/> The majority of teachers at the site provide opportunities and structures for note-taking.
3.	<input type="radio"/> It is not evident that AE teachers utilize Costa's Levels of Thinking and Questioning.	<input checked="" type="radio"/> One or more AE teachers provide direct instruction on and embed Costa's Levels of Thinking and Questioning in lessons.	<input type="radio"/> One or more AE teachers at two or more grade levels provide direct instruction on and embed Costa's Levels of Thinking and Questioning in lessons.	<input type="radio"/> The majority of teachers at the site provide direct instruction on and embed Costa's Levels of Thinking and Questioning in lessons.
4.	<input type="radio"/> It is not evident that AE teachers provide opportunities and structures for students to work collaboratively.	<input type="radio"/> One or more AE teachers provide opportunities and structures for students to work collaboratively.	<input type="radio"/> One or more AE teachers at two or more grade levels provide opportunities and structures for students to work collaboratively.	<input checked="" type="radio"/> The majority of teachers at the site provide opportunities and structures for students to work collaboratively.
5.	<input type="radio"/> It is not evident that one or more AE teachers provide opportunities and structures for students to organize information, materials, and time.	<input type="radio"/> One or more AE teachers provide opportunities and structures for students to organize information, materials, and time.	<input type="radio"/> One or more AE teachers at two or more grade levels provide opportunities and structures for students to organize information, materials, and time.	<input checked="" type="radio"/> The majority of teachers at the site provide opportunities and structures for students to organize information, materials, and time.
	<input type="radio"/> It is not evident that AE	<input type="radio"/> One or more AE teachers	<input type="radio"/> One or more AE teachers	<input checked="" type="radio"/> The majority of teachers

6.	teachers model and provide opportunities to use AE-identified effective reading strategies.	model and provide opportunities to use AE-identified effective reading strategies.	at two or more grade levels model and provide opportunities to use AE-identified effective reading strategies.	at the site model and provide opportunities to use AE-identified effective reading strategies.
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Rating for AVID Essential No. 1 - Number of Indicators at each level:

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

Level of Implementation for AVID Essential No. 1: 2

Textual Questions

What evidence sources from your site support implementation of AVID Elementary Essential 1?

Photos will include classroom posters of the SLANT position, note taking guidelines posted, student work samples of notes, weekly parent bulletin from the principal that highlights a variety of strategies as discussed in myavid weekly, weekly staff bulletin for classified and certificated staff with rotating AVID strategies, Google classroom for managing assignments and timelines, interactive notebooks that expand student learning and WICOR strategies

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

The teaching staff at Hugo Reid are providing ongoing opportunities for student reflection, goal setting, and the use of agendas to promote time management and organization. Note taking modeling and structures are utilized across grade levels. Many of the classrooms have "buddy" classrooms at a different grade level where students read and collaborate together on a monthly basis. Select 5th grade students are partnering with 7th grade AVID students at feeder middle school to strengthen study skills, peer relations, and promote AVID participation expectations.

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

We are working on having a larger population of teachers implement the Costa's level of thinking and questioning in a more deliberate way across content standards and curriculum.



Hugo Reid Elementary School

(Initial Self-Study, 2017-2018)

Program Status: New Implemented Year 1
Year Implemented: 2017

Certification - AVID Essential No. 2

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

Possible Evidence Sources

- Teacher lesson plans
- Student reflections
- Parent workshop agendas and materials
- Use of AVID Elementary materials
- meeting agendas and minutes
- sign-in sheets
- Classroom observations by: Peers, Administration, AVID Center Staff
- Other

college fight songs played on the morning bells, Family

Specify: Reading Night photos,

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 AE teachers provide instruction and structures to promote a positive, safe, challenging academic environment.	<input type="radio"/> One or more AE teachers provide instruction and structures to promote a positive, safe, challenging academic environment.	<input type="radio"/> One or more AE teachers at two or more grade levels provide instruction and structures to promote a positive, safe, challenging academic environment.	<input checked="" type="radio"/> The majority of teachers at the site provide instruction and structures to promote a positive, safe, challenging academic environment.
2. <input type="radio"/> There is no evidence that AE teachers utilize a variety of diverse grouping patterns with attention to gender, race, ethnicity, culture, and ability and provide differentiated instructional opportunities.	<input type="radio"/> One or more AE teachers utilize a variety of diverse grouping patterns with attention to gender, race, ethnicity, culture, and ability and provide differentiated instructional opportunities.	<input type="radio"/> One or more AE teachers at two or more grade levels utilize a variety of diverse grouping patterns with attention to gender, race, ethnicity, culture, and ability and provide differentiated instructional opportunities.	<input checked="" type="radio"/> The majority of teachers at the site utilize a variety of diverse grouping with attention to gender, race, ethnicity, culture, and ability and provide differentiated instructional opportunities.
3. <input type="radio"/> AE site team does not establish awareness of AE site goals nor lead two or more home/school workshops per academic year.	<input checked="" type="radio"/> AE site team establishes awareness of AE site goals by leading two or more home/school workshops per academic year.	<input type="radio"/> AE site team facilitates involvement in AE site goals by leading three or more home/school workshops per academic year.	<input type="radio"/> AE site team creates sustained partnerships in AE site goals by leading four or more home/school workshops per academic year.
4. <input type="radio"/> There is no evidence that the AE site team identifies, defines, and holds all students accountable to high academic expectations for all students within one or more classrooms.	<input type="radio"/> There is evidence that the AE site team identifies, defines, and holds all students accountable to high academic expectations for all students within one or more classrooms.	<input type="radio"/> There is evidence that the AE site team identifies, defines, and holds all students accountable to high academic expectations for all students through partnerships among two or more grade levels.	<input checked="" type="radio"/> There is evidence that the AE site team identifies, defines, and holds all students accountable to high academic expectations for all students through partnerships within the district feeder pattern.

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

Level 0: 0

Level 1: 1

Level 2: 0

Level 3: 3

Level of Implementation for AVID Essential No. 2: 3

Textual Questions

What evidence sources from your site support implementation of AVID Elementary Essential 2?

Each morning the 8:15 welcome bell rings with a different college fight song to promote a college going environment. On Friday's the song played is the Arcadia High School fight song that reminds students to continue in AUSD. At each staff meeting, AVID site team members present on current topics, strategies and ideas across the 4 AVID essentials. At School Site Council and PTSA meetings, AVID representatives have shared the goals for the school site as well as the district. 95% of the teachers were trained at the summer institute, and continue to implement a college going environment in their classrooms with goal setting worksheets, college gear, and AVID call backs.

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

Parents are receiving weekly strategies about how to promote a college and career ready mindset for their children. Literacy for All is a school wide is targeted, differentiated instruction to meet the needs of all learning styles for students across the school. This program offering allows for a variety of diverse student grouping.

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

Our school site needs to grow in providing more targeted parent workshops to promote and highlight the use of AVID awareness.



Hugo Reid Elementary School

(Initial Self-Study, 2017-2018)

Program Status: New Implemented Year 1
Year Implemented: 2017

Certification - AVID Essential No. 3

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

Possible Evidence Sources

- AE site plan
- Campus improvement plan
- List of AE site team members
- Schedule, agendas, and minutes from AE site team meetings
- Sign-in sheets from meetings and professional learning sessions
- Registration for professional learning opportunities
- Campus professional learning plan
- Other
 - Specify:** padlet for teachers to share strategies

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 administrator has not attended one AVID Summer Institute AE strand within the last two years.	<input checked="" type="radio"/> AE administrator has attended one AVID Summer Institute AE strand within the last two years.	<input type="radio"/> AE administrator has attended two or more AVID Professional Learning opportunities (AVID Summer Institute, e-Learning, National Conference, Path to Schoolwide training, or other AVID approved professional learning) within the last two years and guides implementation across site.	<input type="radio"/> AE administrator attends three or more AVID Professional Learning opportunities within the last two years and leads integration to ensure fidelity of AE implementation.
2.	<input type="radio"/> AE site team does not meet regularly.	<input type="radio"/> AE site team meets at least quarterly to collaborate on issues of planning and logistics of AE implementation.	<input type="radio"/> AE site team meets at least monthly to collaborate on issues of planning and logistics.	<input checked="" type="radio"/> AE site team meets at least monthly to collaborate on issues of planning and logistics and influences school policy.
3.	<input type="radio"/> AE administrator does not articulate specific AE strategies in a variety of instructional settings (including grade-level meetings or classroom walkthroughs).	<input type="radio"/> AE administrator articulates specific AE strategies in a variety of instructional settings.	<input type="radio"/> AE administrator articulates and demonstrates specific AE strategies in a variety of instructional settings.	<input checked="" type="radio"/> AE administrator articulates, demonstrates, and coaches AE strategies in a variety of instructional settings.
4.	<input type="radio"/> AE site team has not developed a site plan that includes a shared mission, vision, values, or goals for sustainable AE implementation.	<input type="radio"/> AE site team has developed a site plan that includes a shared mission, vision, values, and goals for sustainable AE implementation.	<input checked="" type="radio"/> AE site team has developed a site plan and can demonstrate actions that are aligned with the shared mission, vision, values, and goals for sustainable AE implementation.	<input type="radio"/> AE site team has developed a site plan that integrates the shared mission, vision, values, and goals as a cornerstone for all site decisions.

5. <input type="radio"/> AE site team teachers have not attended Summer Institute or approved AVID Center, divisional, or district trainings.	<input type="radio"/> AE site team members have attended Summer Institute or approved AVID Center, divisional, or district trainings.	<input type="radio"/> 25% of the teachers on the campus have attended Summer Institute or approved AVID Center, divisional, or district trainings.	<input type="radio"/> 50% of the teachers on the campus have attended Summer Institute or approved AVID Center, divisional or district trainings.
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Rating for AVID Essential No. 3 - Number of Indicators at each level:

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

Level of Implementation for AVID Essential No. 3: 2

Textual Questions

What evidence sources from your site support implementation of AVID Elementary Essential 3?

Google Drive houses all of our site team agendas, notes, brainstorming guidelines, and site plan. AUSD has all the registration and completed participant documentation for AVID related trainings and seminars.

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

Over 95% of the staff attended the summer institute, and teachers participate in monthly staff meetings with a standing AVID agenda item. During weekly collaboration with grade level teams, teachers discuss AVID elementary implementation for all students.

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

Because this is Year 1 implementation, we will continue to discuss strategies for the classroom and continue to share information with parents.



Hugo Reid Elementary School

(Initial Self-Study, 2017-2018)

Program Status: New Implemented Year 1

Year Implemented: 2017

Certification - AVID Essential No. 4

AVID Elementary sites align their systems through accountability, articulation, assessment, and calibration to ensure quality of AVID Elementary implementation.

Possible Evidence Sources

- AVID Center data collection forms
- District/Site created data collection
- Classroom, grade level, site SMART goals
- Meeting agendas and minutes reflecting discussion and revision of goals
- Completed CSS
- Financial plans/budget data reflecting support of implementation
- AE Student Level Assessments
- Meeting minutes reflecting discussion of AE assessment results
- Campus/district vertical articulation meeting agendas, minutes, and/or sign-in sheets
- Other

Specify:

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 the AE administrator documents and oversees the specified resources (personnel, time, assessments, fiscal) for AE implementation.	<input type="radio"/> The AE administrator documents and oversees the specified resources (personnel, time, assessments, fiscal) to support AE implementation in one or more classrooms.	<input checked="" type="radio"/> The AE administrator documents and oversees the specified resources (personnel, time, assessments, fiscal) to support implementation in one or more classrooms at two or more grade levels.	<input type="radio"/> The AE administrator documents and oversees the specified resources (personnel, time, assessments, fiscal) to support implementation and sustainability in the majority of classrooms at the site.
2.	<input checked="" type="radio"/> It is not evident that the AE administrator submits AE Site Level Data to the DD-E according to timelines.	<input type="radio"/> The AE administrator submits AE Site Level Data to the DD-E according to timelines.	<input type="radio"/> The AE administrator 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 AE site priorities.	<input type="radio"/> The AE administrator 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 checked="" 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 type="radio"/> One or more AE teachers at 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"/> One or more AE teachers at two or more AE grade levels meet quarterly to review and refine AE grade-level priorities and related	<input type="radio"/> AE site team meets at least quarterly to review and refine AE grade-level priorities and related SMART goals that support

SMART goals.

sequential progression of skills across the site.

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

Level 0: 2

Level 1: 0

Level 2: 2

Level 3: 0

Level of Implementation for AVID Essential No. 4: 0

Textual Questions

What evidence sources from your site support implementation of AVID Elementary Essential 4?

Evidence for essential 4 is AVID site team goals that were generated from grade level goals in the 4 domains along with student centered goals that support their college and career aspirations.

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

Goal setting and the implementation of the goals, and focusing on the goals at weekly collaboration meetings is a strength of the site. AVID work is being tied into the Leader in Me initiatives that coincide with Stephen Covey's 7 Habits.

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

Although our site team meetings on a monthly basis, we need to have more frequent time allocated to the analysis of data and collection procedures.



Hugo Reid Elementary School

(Initial Self-Study, 2017-2018)

Program Status: New Implemented Year 1

Year Implemented: 2017

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	1	1	4	2
<p>Q: What evidence sources from your site support implementation of AVID Elementary Essential 1?</p> <p>A: Photos will include classroom posters of the SLANT position, note taking guidelines posted, student work samples of notes, weekly parent bulletin from the principal that highlights a variety of strategies as discussed in myavid weekly, weekly staff bulletin for classified and certificated staff with rotating AVID strategies, Google classroom for managing assignments and timelines, interactive notebooks that expand student learning and WICOR strategies</p> <p>Q: What are some of the particular strengths of AVID Elementary Essential 1 at your site?</p> <p>A: The teaching staff at Hugo Reid are providing ongoing opportunities for student reflection, goal setting, and the use of agendas to promote time management and organization. Note taking modeling and structures are utilized across grade levels. Many of the classrooms have "buddy" classrooms at a different grade level where students read and collaborate together on a monthly basis. Select 5th grade students are partnering with 7th grade AVID students at feeder middle school to strengthen study skills, peer relations, and promote AVID participation expectations.</p> <p>Q: What aspects of AVID Elementary Essential 1 have room for growth?</p> <p>A: We are working on having a larger population of teachers implement the Costa's level of thinking and questioning in a more deliberate way across content standards and curriculum.</p>					
AVID Essential No. 2 Culture					
	0	1	0	3	3
<p>Q: What evidence sources from your site support implementation of AVID Elementary Essential 2?</p> <p>A: Each morning the 8:15 welcome bell rings with a different college fight song to promote a college going environment. On Friday's the song played is the Arcadia High School fight song that reminds students to continue in AUSD. At each staff meeting, AVID site team members present on current topics, strategies and ideas across the 4 AVID essentials. At School Site Council and PTSA meetings, AVID representatives have shared the goals for the school site as well as the district. 95% of the teachers were trained at the summer institute, and continue to implement a college going environment in their classrooms with goal setting worksheets, college gear, and AVID call backs.</p> <p>Q: What are some of the particular strengths of AVID Elementary Essential 2 at your site?</p> <p>A: Parents are receiving weekly strategies about how to promote a college and career ready mindset for their children. Literacy for All is a school wide is targeted, differentiated instruction to meet the needs of all learning styles for students across the school. This program offering allows for a variety of diverse student grouping.</p> <p>Q: What aspects of AVID Elementary Essential 2 have room for growth?</p> <p>A: Our school site needs to grow in providing more targeted parent workshops to promote and highlight the use of AVID awareness.</p>					
AVID Essential No. 3 Leadership					
	0	1	1	3	2

Q: What evidence sources from your site support implementation of AVID Elementary Essential 3?

A: Google Drive houses all of our site team agendas, notes, brainstorming guidelines, and site plan. AUSD has all the registration and completed participant documentation for AVID related trainings and seminars.

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

A: Over 95% of the staff attended the summer institute, and teachers participate in monthly staff meetings with a standing AVID agenda item. During weekly collaboration with grade level teams, teachers discuss AVID elementary implementation for all students.

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

A: Because this is Year 1 implementation, we will continue to discuss strategies for the classroom and continue to share information with parents.

AVID Essential No. 4
Systems

2

0

2

0

0

Q: What evidence sources from your site support implementation of AVID Elementary Essential 4?

A: Evidence for essential 4 is AVID site team goals that were generated from grade level goals in the 4 domains along with student centered goals that support their college and career aspirations.

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

A: Goal setting and the implementation of the goals, and focusing on the goals at weekly collaboration meetings is a strength of the site. AVID work is being tied into the Leader in Me initiatives that coincide with Stephen Covey's 7 Habits.

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

A: Although our site team meetings on a monthly basis, we need to have more frequent time allocated to the analysis of data and collection procedures.

Total:

2

3

4

10

Certification Levels

Recommendations