

Secondary Site Team Coaching Questions

Directions: Use the coaching questions in conjunction with the **Secondary Implementation Tool** to support your AVID Site Team goals, guide your Site Team meetings, and uphold schoolwide continuous improvement planning.

Elective Certification

Instruction		
Indicator	Coaching Questions	Supporting Resources
1. Use of WICOR® to Support Engagement With Rigorous Instruction	How can we ensure that all AVID Elective/AVID Excel® Elective teachers are effectively using WICOR-based instruction and academic support structures in their classrooms? How can we implement systems to ensure all AVID-trained teachers consistently use WICOR-based instruction and academic support structures?	• AVID Professional Learning Modules (APLMs) related to all areas of WICOR • Core Strategies pages for WICOR strategies • Aligning Essential Skills and WICOR Strategies
2. Weeks at a Glance and Digital Planning Guides	How can we ensure that the Weeks at a Glance (WAG) and Digital Planning Guides (DPGs) are driving instruction in the AVID Elective/Excel Elective? How can we create systems to foster collaboration among AVID Elective/Excel Elective teachers as they reflect on their practice and plan to use WAG and DPGs?	• AVID Weeks at a Glance landing page • AVID Excel Digital Planning Guides landing page • AVID Elective CoP series • AVID Excel CoP series
3. Writing: Writing Process	What systems should our Site Team implement to ensure AVID Elective/Excel Elective students are actively engaged in the writing process and are participating in formal writing activities? How can we extend the practice of writing beyond the Elective, encouraging students to apply these skills in other areas of their learning and progress?	• AVID WAG College and Career Readiness Framework and Relational Capacity units • AVID Excel Honing My Leadership Skills unit and AVID Excel Leading the Way unit • AVID Writing for Disciplinary Literacy, Chapter 5: “Understanding and Using the Writing Process” • Critical Reading and Writing Process Graphic

Secondary Site Team Coaching Questions (cont.)

Instruction		
Indicator	Coaching Questions	Supporting Resources
4. Writing: Learning Through Writing	How can we guide our students to independently select and use Learning Through Writing Strategies that best suit their individual learning styles and needs? How can we incorporate the AVID Focused Note-Taking Process into other areas of our campus to reinforce its use and effectiveness for Elective students?	• AVID Weeks at a Glance Writing units • AVID Excel Reading and Writing unit • AVID Writing for Disciplinary Literacy, Chapter 2: “Learning Through Writing” • AVID Academic Language and Literacy, Chapter 6: “Accelerating Academic Language in Writing” • APLMs on Focused Note-Taking • Focused Note-Taking Core Strategy page • Interactive Notebooks Core Strategy page
5. Inquiry	What systems should our Site Team implement to ensure our AVID Elective/Excel Elective students use inquiry to demonstrate higher-level thinking and deepen their understanding of the content? How can we transition from teacher-led to student-led inquiry to ensure AVID Elective/Excel Elective students actively engage in inquiry strategies and methods to deepen their understanding of content?	• AVID Weeks at a Glance Inquiry and Tutorial units • AVID Excel Scholar Groups • Tutorology® • APLMs focused on Inquiry • Higher-Level Thinking Core Strategy page • Philosophical Chairs Core Strategy page • Socratic Seminar Core Strategy page
6. Collaboration	How can we create a culture of collaboration in the Elective where students feel empowered to utilize these structures in their learning and progress? How can we integrate collaborative structures into other subjects and activities outside the Elective to reinforce what is learned inside the Elective?	• AVID Weeks at a Glance Collaboration units • AVID Excel Finding My Powerful Voice and Managing Transitions units • APLMs focused on collaboration • Collaborative Structures Core Strategy page
7. Organization	How can we guide our students to independently select and effectively use various tools and organizational systems that best suit their individual learning styles and needs? How can we develop a system that encourages AVID Elective/Excel Elective students to take ownership of their organizational system and study tools?	• AVID Weeks at a Glance Organization units • AVID Excel Getting Organized and Being a Scholar unit • APLMs focused on Organization • Organizing Materials Core Strategy page • Backward Mapping • Graphic Organizers

Secondary Site Team Coaching Questions (cont.)

Instruction		
Indicator	Coaching Questions	Supporting Resources
8. Reading	How can we promote more frequent independent engagement in the AVID Critical Reading Process among AVID Elective/Excel Elective students? How can we incorporate the AVID Critical Reading Process into other areas of our campus to reinforce its use and effectiveness for Elective students?	• The Three Phases of the Critical Reading Process • AVID Weeks at a Glance Reading units • AVID Excel Taking Charge of My Reading and Writing and Charting My Course Toward College units • AVID Reading for Disciplinary Literacy • APLMs focused on Reading • Transforming Literacy Through Content-Area Reading CoPs • AVID Weekly® • AVID Reading for Disciplinary Literacy, Chapter 6: Interacting With the Text
9. Tutorials and Scholar Groups Participation	How can we facilitate a cycle of reflection and continuous improvement to coach tutors to support the use of collaborative structures in the Tutorial/Scholar Group process? How can we guide our Elective/Excel Elective students to independently use collaborative structures during their engagement in the AVID Tutorial Process and Scholar Groups?	• AVID Weeks at a Glance Tutorial units • AVID Excel Scholar Group units • AVID Tutorial Guide • AVID Elective 2: Tutorials and Refining Implementation CoP • Tutorology®
10. Grades of “C” or Better	How can we gather and analyze data on the grades of AVID Elective/Excel Elective students in core courses to identify areas for improvement? What is in place (or can be implemented) to assist AVID Elective/Excel Elective students in maintaining and exceeding a grade of “C” or better in their core academic courses?	• AVID Weeks at a Glance Rigorous Academic Preparedness and Goal Setting units • AVID Excel Getting Organized and Being a Scholar and Leading the Way units • AVID Schoolwide Advisory – Grade Checks and Goal Setting Unit • Annual Site Data • AVID Grade Check
11. Students’ Schedules Reflect Enrollment in Rigorous Courses	How will we clearly define courses of rigor on our campus? How can we monitor course enrollment for AVID Elective/Excel Elective students to ensure they have selected at least one course that represents the most rigorous instruction at that grade level?	• AVID Weeks at a Glance Rigorous Academic Preparedness and Goal Setting units • AVID Excel Getting Organized and Being a Scholar and Leading the Way units • Guide to Implementing AVID Secondary, “The AVID Elective in the Master Schedule” • Annual Site Data

Secondary Site Team Coaching Questions (cont.)

Instruction		
Indicator	Coaching Questions	Supporting Resources
12. Academic Plan Through Graduation That Includes Selection of the Following Year's Classes	How can we better assist our AVID Elective/Excel Elective students in developing a comprehensive plan for high school courses that meet 4-year college entrance requirements? How can we guide our students to progressively select more rigorous high school courses in their academic plan and ensure there are no barriers to students' access to courses of rigor?	• AVID Weeks at a Glance Opportunity Knowledge, Career Preparedness, and College Preparedness units • AVID Excel Shaping My Future: Exploring Careers and Charting My Course Toward College units • AVID College and Careers, Chapter 3: "Advancing College Preparedness"
13. Monitor Progress Toward Long-Term Goals and Aspirations	What systems need to be in place to support AVID Elective/Excel Elective students in regularly monitoring and reflecting on goals? How can we create a supportive environment that encourages students to regularly assess their progress toward their goals and adapt their behavior to continually promote academic and personal success?	• AVID Weeks at a Glance Opportunity Knowledge, Career Preparedness, and College Preparedness units • AVID Excel Shaping My Future: Exploring Careers and Charting My Course Toward College units • AVID College and Careers, Chapter 2: "Organizing Time and Materials" • AVID Advisory Grade Checks and Goal Setting
14. Leadership Skills	How can we create more student-led opportunities within the Elective class to foster leadership skills? How can we extend the application of leadership skills learned in the Elective class to other academic classes and activities on campus?	• AVID WAG College and Career Readiness Framework and Relational Capacity units • AVID Excel Honing My Leadership Skills unit and AVID Excel Leading the Way unit • AVID Critical Thinking and Engagement, Chapter 1: "Relational Capacity" and Chapter 5: "Leadership Development" • Leadership: Effective Language • Leadership: Maintaining Self-Advocacy

Systems		
Indicator	Coaching Questions	Supporting Resources
1. Student Recruitment and Selection Process for the AVID Elective/Excel Elective	What data sources are best to help us determine which students to recruit for the AVID Elective/Excel Elective based on the determined criteria? How can we involve students in the process of providing annual feedback on recruitment practices for reflection and refinement purposes?	• Guide to Implementing AVID Secondary, "AVID Student Recruitment" • Guide to Implementing AVID Excel, "AVID Student Selection" • AVID Student Recruitment Plan • Awareness of the AVID Elective slides

Secondary Site Team Coaching Questions (cont.)

Systems		
Indicator	Coaching Questions	Supporting Resources
2. Participation in the AVID Elective/Excel Elective Community of Practice (CoP) Sequence	How are we planning to support the professional learning journeys of AVID Elective/Excel Elective teachers? What ongoing support and training is needed for our AVID Elective/Excel Elective teachers to stay current with the most updated curriculum resources?	• AVID Elective CoP series • AVID Excel CoP series • Professional Learning Journeys • AVID Funding Options
3. Professional Learning of Core Content Teachers to Support AVID Elective/Excel Elective Students	How are we planning to support the appropriate professional learning journeys for our core content teachers and counselors? What is our multi-year plan for sustaining AVID professional learning so the site can maintain a sufficient number of AVID-trained staff members to support AVID Elective/Excel Elective students?	• Foundational CoPs and Year 2+ CoPs • Professional Learning Guide • Professional Learning Journeys • AVID Funding Options • Elective Teacher Multi-Year Recruitment Plan
4. AVID Elective/Excel Elective Class Duration and Scheduling	How can we design our master schedule to include the AVID Elective/Excel Elective within the regular academic school day? How can we design our master schedule to reduce barriers to accessing rigorous courses for AVID Elective/Excel Elective students?	• Guide to Implementing AVID Secondary, “Master Schedule Planning Grid” • Class Average Comparison Chart • AVID Retention Tracking Sheet
5. Recruit, Train, and Coach Tutors for Tutorials and Scholar Groups	How will we select, schedule, and train tutors for the AVID Elective/Excel Elective? What is our system for providing ongoing coaching and support to AVID Elective/Excel Elective teachers and tutors as they implement the AVID Tutorial Process and Scholar Groups?	• AVID Tutorial Guide • Tutorology® • AVID Elective 2: Tutorials and Refining Implementation CoP • Guide to Implementing AVID Secondary, “Tutor Recruitment/Training” • Guide to Implementing AVID Excel, “Tutor Recruitment/Training”
6. AVID Center Data	How does the Site Team collect, disaggregate, and report student data to ensure the data are reviewed by the team and approved by AVID Center by the deadline each year? What is the Site Team’s plan for analyzing student outcomes and site-relevant information to ensure implementation fidelity and the desired student impact?	• APLM: Navigating Change Through the Use of Data • Study – Data Analysis Protocol • Annual Site Data Resources

Secondary Site Team Coaching Questions (cont.)

Systems		
Indicator	Coaching Questions	Supporting Resources
7. Standardized Test Data and Outcome Data	How do we use standardized test data to ensure students' access to and success in rigorous advanced courses? When test data suggest AVID Elective/Excel Elective students should be enrolled in courses of rigor, what policies are in place to ensure students enroll and succeed in these courses?	• APLM: Navigating Change Through the Use of Data • Study – Data Analysis Protocol • Annual Site Data Resources
8. AVID Elective/Excel Elective Section Enrollment	What are our next steps for growing AVID Elective/Excel Elective sections to more than one? What is our vision and long-term plan for AVID Elective/Excel Elective growth to provide multiple sections to accommodate students at all grade levels?	• Guide to Implementing AVID Secondary, “Master Schedule Planning Grid”
9. Site Team Member Voluntary and Active Participation	How can we best recruit and select AVID Elective/Excel Elective teachers and AVID Site Team members to become voluntary members of our team? How can all our Site Team members assume shared leadership for the Site Team's work and activities?	• Guide to Implementing AVID Secondary, “Site Team Roles and Responsibilities” • Site Team Foundational Content: The Why of AVID Site Teams and The Profile of a Highly Effective Site Team • Site Team Meeting Template • Intentional Planning for the Site Team Meetings
10. Selection of Grade 9 Courses Meeting College Entrance Requirements (Middle School)	How will we clearly define and communicate about Grade 9 courses that will keep students on track to meet college entrance requirements? What systems can we develop to monitor AVID Elective/Excel Elective course selection to ensure students are on track to meet college entrance requirements?	• AVID Weeks at a Glance College Preparedness units • AVID Excel Shaping My Future: Exploring Careers and Charting My Course Toward College units • AVID College and Careers, Chapter 3: “Advancing College Preparedness” • Annual Site Data
11. Pre-Collegiate Exams (Middle School)	How can we provide access to formal or practice pre-collegiate exams and schedule them for our AVID Elective/Excel Elective students? What is our plan for using the data gathered from pre-collegiate exams to help students set postsecondary goals?	• Annual Site Data

Secondary Site Team Coaching Questions (cont.)

Systems		
Indicator	Coaching Questions	Supporting Resources
12. End of Course Exam Tied to Courses of Rigor (High School)	How can we ensure AVID Elective/Excel Elective students take advantage of opportunities to enroll in at least one AP, IB, Cambridge, Project Lead the Way, or dual-credit college course and complete the corresponding end of course exam? What data-monitoring systems do we need in place to track senior participation in AP, IB, Cambridge, or dual-credit college course exams, and what will we do if we are not meeting our goals?	• AVID Weeks at a Glance Rigorous Academic Preparedness and Goal Setting units • Annual Site Data
13. Pre-Collegiate Exams/College Entrance Exams (High School)	How can we provide access to formal or practice pre-collegiate exams and schedule them for our AVID Elective/Excel Elective students? What is our plan for using the data gathered from the pre-collegiate exams to help students set postsecondary goals?	• Annual Site Data

Leadership		
Indicator	Coaching Questions	Supporting Resources
1. Leadership Professional Learning	How can we create and monitor systems to ensure leaders are able to attend AVID Leadership Training? In what ways can school and district leadership teams apply their learning from AVID Leadership Training to support the AVID Elective/Excel Elective?	• AVID Leadership: Professional Learning Journeys • APLMs on Leadership • Virtual Professional Learning Portal • Building Capacity
2. AVID Site Team Composition	How will we assess and adjust which staff members need to be part of the AVID Site Team on an annual basis, and what systems will we need to put in place to ensure they are trained? How can we involve all key stakeholders in supporting the AVID Elective/Excel Elective while building and sustaining a college and career readiness culture?	• Guide to Implementing AVID Secondary: AVID Secondary Site Team • Guide to Implementing AVID Excel: AVID Excel Roles • Leadership Profiles: AVID Site Team • Site Team Manual: What Is the AVID Site Team? • Secondary Site Team Quarters at a Glance • Site Team Foundational Content: The Why of AVID Site Teams and The Profile of a Highly Effective Site Team

Secondary Site Team Coaching Questions (cont.)

Leadership		
Indicator	Coaching Questions	Supporting Resources
3. AVID Site Team Plan	In what ways can the AVID Site Team Plan align AVID site goals with the school improvement plan? What systems can we create to ensure the AVID Site Team Plan is a living document that includes ongoing monitoring and revision?	• APLMs comprising the AVID Site Teams Pathway • Secondary Site Team Quarters at a Glance • AVID Site Team Manual • Site Team Plan Template • Site Team Foundational Content: Site Team Plan and Continuous Improvement Cycle
4. Resource Allocation for the Effective Implementation of the AVID Elective/Excel Elective	How can we develop and assess an annual operation budget to support the AVID Elective/Excel Elective? How can we collaborate with district leaders to create a multi-year plan to allocate resources to sustain the AVID Elective/Excel Elective over a long term?	• AVID Funding Options
5. Distributed Leadership Among Site Team Members	How can we create structures to promote consistent collaboration and coordination between the AVID Site Coordinator, principal, and AVID Site Team? How can we ensure all members of the AVID Site Team feel empowered to share ideas and contribute to decision-making?	• APLM: Distributed Leadership – Developing Teacher Leaders • Site Team Roles and Responsibilities • Leadership Profiles: AVID Principal, AVID Site Coordinator, and AVID Site Team
6. AVID Site Team Instructional Feedback	How should we set up protocols for walk-throughs and providing feedback on the use of WICOR strategies in our AVID Elective/Excel Elective classes? How can we phase in walk-throughs in all other AVID-trained classes over time?	• APLM: Monitoring Instruction and Data-Driven Professional Learning • AVID Walk-Through Tool
7. AVID Site Team Breaks Down Barriers to Rigorous Course Access	How can we ensure the AVID Site Team regularly discusses issues related to access to advanced and rigorous courses? What can we do to ensure our Site Team elevates their feedback on issues related to access to advanced and rigorous courses to influence school policy?	• Site Team Quarters at a Glance • Site Team Foundational Content: The Profile of a Highly Effective Site Team
8. Champion for the AVID Elective/Excel Elective	What opportunities exist for the principal to communicate the purpose and celebrate the results of the AVID Elective/Excel Elective to students and staff? How can we approach integration of AVID Elective/Excel Elective awareness into the school culture?	• Guide to Implementing AVID Secondary: Recruiting Personnel and AVID Secondary Site Team • Guide to Implementing AVID Excel: AVID Excel Team • Leadership Profiles • APLM: AVID 101 • AVID Leadership: Professional Learning Journeys

Secondary Site Team Coaching Questions (cont.)

Culture		
Indicator	Coaching Questions	Supporting Resources
1. WICOR in AVID Students' Content Area Classes to Support Rigor	How can we create a more intentional process for teachers to engage in shared planning and communication about WICOR-based instruction, scaffolding, and instructional routines? What steps can we take to ensure that instructional routines are consistent across classrooms to promote continuity and alignment in student experiences?	• Guide to Implementing AVID Secondary: "Site Team Roles and Responsibilities" • Guide to Implementing AVID Excel: AVID Excel Team • Aligning Essential Skills and WICOR Strategies • APLMs related to all areas of WICOR • APLM: Coaching Rigor Through WICOR • APLM: Rigor Unpacked – Leading Rigor for Results • Core Strategies pages for WICOR strategies
2. Teacher Expectations	What professional development opportunities could we offer to help teachers expand their expectations for AVID Elective/Excel Elective students' future pathways? How can we create a culture where every teacher, regardless of subject area, believes in and fosters the success of AVID Elective/Excel Elective students in any postsecondary paths they choose?	• Guide to Implementing AVID Secondary, "Site Team Roles and Responsibilities" • Guide to Implementing AVID Excel, "AVID Excel Team" • AVID College and Careers, Chapter 3: "Advancing College Preparedness" • AVID College and Careers, Chapter 4: "Building Career Knowledge" • Enhancing School Community for College and Career Readiness for All CoP
3. College- and Career-Going Environment	How can we support cross-curricular collaboration to ensure that all teachers are aligned in promoting college and career readiness? How can we provide consistent and accessible resources for AVID Elective/Excel Elective students regarding college and career readiness, including financial aid and scholarship opportunities?	• AVID College and Careers, Chapter 3: "Advancing College Preparedness" • AVID College and Careers, Chapter 4: "Building Career Knowledge" • Guide to Implementing AVID Excel, "AVID Excel Classroom Environment" • Foundational CoPs and Creating Engaging and Rigorous Classrooms CoP
4. Perceived Teacher Expectations	What specific actions can we take to involve teachers in creating and communicating high expectations for AVID Elective/Excel Elective students' futures? How can we foster collaboration among teachers to ensure they are consistently reinforcing the importance of postsecondary pathways for AVID Elective/Excel Elective students?	• Foundational CoPs, Creating Engaging and Rigorous Classrooms CoP, and Enhancing School Community for College and Career Readiness for All CoP • Student and Educator Agency Surveys

Secondary Site Team Coaching Questions (cont.)

Culture		
Indicator	Coaching Questions	Supporting Resources
5. Developing Opportunity Knowledge	What college fairs, campus visits, or career exploration activities are currently offered to AVID Elective/Excel Elective students? How often do they participate? What structures or platforms can we create for AVID Elective/Excel Elective students to present their research or college experiences to their peers or the community (e.g., in-class presentations, school events, community nights)?	• AVID Weeks at a Glance Opportunity Knowledge units • AVID Excel Shaping My Future: Exploring Careers and Charting My Course Toward College units • AVID College and Careers, Chapter 4: “Building Career Knowledge”
6. Family Inclusion	What steps can we take to make AVID Elective/Excel Elective events more accessible and engaging for parents, guardians, and families on a consistent basis? What opportunities can we provide for AVID parents and families to collaborate with AVID teachers, counselors, and site leaders to enhance the program’s effectiveness and community support?	• AVID Excel Family Connections • Family Engagement Core Strategy page • AVID College and Careers, Family Workshops
7. Support Network	How can we extend the support network for students beyond just the AVID Elective/Excel Elective teachers to include other school staff members, community partners, or external mentors? What partnerships with local businesses, colleges, or other institutions can we cultivate to create ongoing networking opportunities for AVID Elective/Excel Elective students?	• AVID Weeks at a Glance Relational Capacity units • Relational Capacity Core Strategy page • AVID Critical Thinking and Engagement, Chapter 1: “Relational Capacity”
8. Community Activities	How can we create opportunities for AVID Elective/Excel Elective students to engage in multiple enrichment activities throughout the year? How are Site Team members creating opportunities for AVID Elective/Excel Elective students to share their experiences with peers, community members, and local stakeholders?	• AVID Weeks at a Glance Service-Learning units • AVID College and Careers, Chapter 1: “Key Characteristics of College- and Career-Ready Students” • My Extracurricular Activities Log • Community Service Log • College Admissions and Outreach Programs Tracker

Secondary Site Team Coaching Questions (cont.)

Culture		
Indicator	Coaching Questions	Supporting Resources
9. College Application (High School)	What additional resources or support can we provide to ensure that more students are accepted into at least one 4-year college or university? How can we collect and analyze data on application completion, college acceptances, and portfolio development to drive continuous improvement?	• AVID Weeks at a Glance College Preparedness units • AVID College and Careers, Chapter 3: “Advancing College Preparedness” • College Admissions/Potential State College Entrance Requirements
10. FAFSA or FAFSA Alternative (High School)	Are FAFSA information sessions, workshops, or outreach events meeting the needs of AVID Elective/Excel Elective students and families? What additional touchpoints or check-ins could we implement to ensure AVID Elective/Excel Elective students and families stay on track and complete the FAFSA or FAFSA alternatives?	• AVID Weeks at a Glance College Preparedness units • AVID Open Access® FAFSA Resources
11. Grants and Scholarships (High School)	How can we increase AVID Elective/Excel Elective student and family engagement with grant and scholarship opportunities to ensure more students apply? What additional support do our AVID Elective/Excel Elective seniors need to apply for multiple grants or scholarships (e.g., application workshops, one-on-one assistance, etc.)?	• AVID Weeks at a Glance College Preparedness Units • AVID Open Access® scholarship resources



Secondary Site Team Coaching Questions (cont.)

Schoolwide Recognition

Instruction		
Indicator	Coaching Questions	Supporting Resources
1. Rigorous Instruction	How can we ensure a calibrated understanding of rigor across our site? What is our plan to observe and coach instructional practices through classroom observations in an effort to improve our site's alignment to rigor?	• AVID Professional Learning Modules (APLMs) related to WICOR and Increasing Rigor • APLM: Rigor Unpacked – Leading Rigor for Results • APLM: Coaching Rigor Through WICOR • Core Strategies pages for WICOR strategies • Creating Engaging and Rigorous Classrooms CoP and Foundational CoPs • AVID Schoolwide Advisory lessons on organization, focused note-taking, Collaborative Study Groups, book study, and AVID Weekly • AVID Weekly • AVID Essential Skills and WICOR Strategies • WICOR Walk-Through Tools
2. Data-Informed Instruction	How can we support our teachers in aligning WICOR-based strategies to support the rigorous coursework? How can we utilize student data to inform the intentional selection of WICOR-based strategies?	• APLMs related to all areas of WICOR • APLM: Coaching Rigor Through WICOR • APLM: Rigor Unpacked – Leading Rigor for Results • APLM: Monitoring Instruction and Data-Driven Professional Learning • Core Strategy pages for WICOR strategies • Creating Engaging and Rigorous Classrooms CoP • AVID Weekly
3. Intentional Lesson Design	How can we support our teachers in cultivating the mindset that all students can meet the rigor of grade level standards with appropriate support? What structures can we put in place to support teacher collaboration and planning to ensure students can access grade level content and above?	• APLMs related to all areas of WICOR • Core Strategies pages for WICOR strategies • Foundational CoPs • WICOR Walk-Through Tools • Aligning Essential Skills and WICOR Strategies

Secondary Site Team Coaching Questions (cont.)

Instruction		
Indicator	Coaching Questions	Supporting Resources
4. WICOR-Based Instruction for Rigorous Content	How can our current instructional walk-through tools support collection of evidence for WICOR-based instruction? What systems do we need to put in place to analyze walk-through and observation data in order to refine routine WICOR strategy use?	• APLMs related to all areas of WICOR • Core Strategies pages for WICOR strategies • Foundational CoPs • WICOR Walk-Through Tools • Focused Note-Taking Core Strategy page • Philosophical Chairs Core Strategy page • Socratic Seminar Core Strategy page • Collaborative Structures Core Strategy page • Organizing Materials Core Strategy page • Critical Reading Process
5. Grades of “C” or Better (Middle School)	How can we monitor grades to ensure all students are on track to receive a grade of “C” or better in each of their core academic courses? What supports are in place (or can be implemented) to assist all students in maintaining and exceeding a grade of “C” in their core academic courses?	• AVID College and Careers, Chapter 2: “Organizing Time and Materials” • AVID Schoolwide Advisory: Grade Checks and Goal Setting unit • Content Class Analysis Tool • Annual Site Data • Collaborative Study Groups
6. Students’ Schedules Reflect Enrollment in Rigorous Courses (Middle School)	How will we clearly define “courses of rigor” on our campus? How can we guide our students to progressively select more rigorous high school courses in their academic plans and ensure there are no barriers to students’ access to courses of rigor?	• Guide to Implementing AVID Secondary, “The AVID Elective in the Master Schedule” • Annual Site Data
7. Grades of “C” or Better (High School)	How can we monitor grades to ensure all students are on track to receive a grade of “C” or better in each of their core academic courses? What supports are in place (or can be implemented) to assist all students in maintaining and exceeding a grade of “C” in their core academic courses?	• AVID College and Careers, Chapter 2: “Organizing Time and Materials” • AVID Schoolwide Advisory: Grade Checks and Goal Setting unit • Content Class Analysis Tool • Annual Site Data
8. Students’ Schedules Reflect Enrollment in Rigorous Courses (High School)	How can we guide our students to progressively select more rigorous high school courses in their academic plans and ensure there are no barriers to students’ access to courses of rigor? What support can we provide for students who are not on track to take grade level courses?	• Guide to Implementing AVID Secondary, “The AVID Elective in the Master Schedule” • Annual Site Data

Secondary Site Team Coaching Questions (cont.)

Systems		
Indicator	Coaching Questions	Supporting Resources
1. Professional Learning Plan	How are we planning to support the yearly professional learning needs of our staff? How do we use our site goals and student data to inform a multi-year AVID professional learning plan for our staff?	• APLM Library • Professional Learning Guide • Professional Learning Journeys • AVID Funding Options
2. AVID-Trained in WICOR	How are we ensuring staff members have multiple opportunities to engage in professional learning around WICOR methodologies? How are we aligning our AVID professional learning to support other site and district priorities that can benefit from the use of WICOR methodologies?	• APLM Library • Professional Learning Guide • Professional Learning Journeys • AVID Funding Options
3. Rigor With Support	How are we ensuring students have access to academic support structures and rigorous instructional practices in their core academic courses? How can we monitor and adjust the academic support structures and rigorous instructional practices in place for students?	• APLMs to support WICOR • APLM: Coaching Rigor Through WICOR • APLM: Rigor Unpacked – Leading Rigor for Results • APLM: Monitoring Instruction and Data-Driven Professional Learning • APLM: Collaborative Study Groups – Secondary Classes • Core Strategy page for Collaborative Study Groups
4. Vertical and Horizontal Articulation	How can we document and communicate vertical and horizontal articulation of consistent instructional practices? How can we assess and refine the impact of aligned instructional practices at our site?	• AVID Essential Skills • Site Team Meeting Template • Intentional Planning for Site Team Meetings • Middle School AVID Curriculum Vertical Alignment • High School AVID Curriculum Vertical Alignment
5. Selection of Grade 9 Courses Meeting College or Career Pathway Entrance Requirements (Middle School)	How will we clearly define Grade 9 courses that will keep students on track to meet college or career pathway entrance requirements? What systems can we develop to monitor students' course selection to ensure they are on track to meet college or career pathway entrance requirements?	• AVID College and Careers, Chapter 3: "Advancing College Preparedness" • Annual Site Data

Secondary Site Team Coaching Questions (cont.)

Systems		
Indicator	Coaching Questions	Supporting Resources
6. Pre-Collegiate Exams (Middle School)	How can we provide access to formal or practice pre-collegiate exams and schedule them for students? What is our plan for using the data gathered from the pre-collegiate exams to help students set postsecondary goals?	• Annual Site Data
7. Enrollment in Rigorous Courses (High School)	What systems are in place to ensure students have the access, knowledge, and opportunity to enroll in courses of rigor? How can we monitor course enrollment for students to ensure they have at least one course that represents the most rigorous instruction at their grade level?	• Guide to Implementing AVID Secondary, “The AVID Elective in the Master Schedule” • Annual Site Data
8. End of Course Exam Tied to Courses of Rigor (High School)	How can we ensure all students take advantage of opportunities to complete the end of course exam in courses of rigor? What data-monitoring systems do we need in place to track Grade 11 and 12 students’ participation in AP, IB, Cambridge, Project Lead the Way, or dual-credit college course exams, and what will we do if we are not meeting our goals?	• Annual Site Data
9. Completion of College or Career Pathway Entrance Requirements (High School)	What structures should we have in place to support student and family awareness of college or career pathway entrance requirements? How can we monitor progress toward completion of college or career pathway entrance requirements, and what will we do when students are not on track?	• AVID College and Careers, Family Workshops • Annual Site Data
10. Pre-Collegiate Exams (High School)	How can we provide access to formal or practice pre-collegiate exams and schedule them for students? What is our plan for using the data gathered from the pre-collegiate exams to help students set postsecondary goals?	• Annual Site Data

Secondary Site Team Coaching Questions (cont.)

Leadership		
Indicator	Coaching Questions	Supporting Resources
1. Leading AVID Implementation	How can we support the principal in setting and communicating the purpose and intent of AVID implementation? How can we include AVID Site Team representation in settings where members can inform schoolwide decision-making?	• Leadership Profiles: AVID Principal, AVID Site Coordinator, and AVID Site Team • CoPs: Site Administrators
2. Leadership Professional Learning	How can we create and monitor systems to ensure the principal and AVID Site Coordinator are able to attend AVID Leadership Training? In what ways can we and the school leadership team apply their learning from AVID Leadership Training to support schoolwide implementation of AVID?	• AVID Leadership: Professional Learning Journeys • APLMs on Leadership • Virtual Professional Learning Portal
3. Systems for Monitoring and Supporting Instruction	How should we approach setting up protocols for walk-throughs and observations to provide feedback on the use of WICOR strategies in our classrooms? How do we (or can we) use the data from walk-throughs and observations to inform instructional decisions on the campus?	• APLM: Navigating Change Through the Use of Data • APLM: Monitoring Instruction and Data-Driven Professional Learning • WICOR Walk-Through Tools
4. AVID Site Team Composition	How can we ensure AVID Site Team representation on the School Leadership Team, which includes the principal, content area teachers, counselor, AVID Site Coordinator, and AVID Elective/Excel Elective teachers? How can we establish processes to sustain a strong collaborative team over time while promoting college and career readiness and high expectations for all?	• APLM: Distributed Leadership – Developing Teacher Leaders • Site Team Roles and Responsibilities • Leadership Profiles: AVID Principal, AVID Site Coordinator, and AVID Site Team
5. AVID Site Team Plan and School Improvement Plans	How can the AVID Site Team plan be leveraged to systematically address student achievement within a content area, grade level, or collection of courses, aligned with the School Improvement Plan (SIP)? What systems can we create to ensure the AVID site plan is a living document that includes ongoing monitoring and revision as more content areas, grade levels, or collections of courses are added?	• Site Team Plan Template and Sample Forms • Secondary Site Team Quarters at a Glance • Continuous Improvement Cycle Guiding Questions

Secondary Site Team Coaching Questions (cont.)

Leadership		
Indicator	Coaching Questions	Supporting Resources
6. Resource Allocation	How can we involve the AVID Site Coordinator in budget decisions that will impact support for AVID strategies schoolwide? What is, or can be, our strategy for involving district leaders to create a multi-year AVID implementation plan and allocation of resources to address student achievement schoolwide?	• AVID Funding Options

Culture		
Indicator	Coaching Questions	Supporting Resources
1. Collective Educator Agency	How can we implement systems that facilitate regular collaboration among educators to increase opportunities for all students? How can we monitor our systems of collaboration to increase opportunities for all students?	• Collective Educator Agency (AVID Success Story) • Site Team Foundational Content: Achieving Collective Educator Agency
2. Teacher Expectations	What professional development opportunities could we offer to help teachers expand their expectations for students' future pathways? How can we create a culture where every teacher, regardless of subject area, believes in and fosters the success of all students in any postsecondary path they choose?	• APLM Library • Foundational CoPs • Enhancing School Community for College and Career Readiness for All CoP
3. College- and Career-Going Environment	How can we support cross-curricular collaboration to ensure that all teachers are aligned in promoting college and career readiness? How can we provide consistent and accessible resources for all students regarding college and career readiness, including financial aid and scholarship opportunities?	• Core Strategy page for Family Engagement • AVID College and Careers
4. Perceived Teacher Expectations	What specific actions can we take to involve teachers in creating and communicating high expectations for students' futures? How can we foster collaboration among teachers to ensure they are consistently reinforcing the importance of postsecondary pathways for all students?	• Student and Educator Agency Surveys

Secondary Site Team Coaching Questions (cont.)

Culture		
Indicator	Coaching Questions	Supporting Resources
5. Developing Opportunity Knowledge	What systems are in place to ensure multiple college fairs, campus visits, and career exploration activities are being offered to students? How can we monitor participation in these activities to increase participation over time?	• AVID College and Careers, Chapter 3: “Advancing College Preparedness” • AVID College and Careers, Chapter 4: “Building Career Knowledge” • AVID Schoolwide Advisory lessons on building career preparedness, connecting interests to career options, postsecondary options, and STEM Connections • Extracurricular Activities Log • Community Services Log • College Admissions and Outreach Programs Tracker
6. Application to Colleges and Universities (High School)	What systems are in place to support students as they apply to colleges and universities? How can we collect and analyze data on application completion to drive continuous improvement?	• AVID College and Careers, Chapter 3: “Advancing College Preparedness” • AVID Schoolwide Advisory lesson on Postsecondary Options • College Admissions/Potential State College Entrance Requirements
7. Grants and Scholarships (High School)	How can we increase access to and knowledge of grant and scholarship opportunities to ensure more students apply? How can we collect and analyze data on grant and scholarship application completion to drive continuous improvement?	• AVID Schoolwide Advisory lessons on Building Career Preparedness and Postsecondary Options
8. FAFSA or FAFSA Alternative (High School)	Are FAFSA information sessions, workshops, or outreach events meeting the needs of students and families? What additional touchpoints or check-ins could we implement to ensure students and families stay on track and complete the FAFSA or FAFSA alternatives?	• AVID Weeks at a Glance College Preparation units • AVID College and Careers