

School Year: 2024-25

School: Churchill

4J SCIP Completion Guide and Template

4J School Continuous Improvement Plan (SCIP)

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Objective

The objective of the School Continuous Improvement Plan (SCIP) is to raise student achievement at each school with an amplified focus on **focal student groups**. A SCIP includes three site-based goals that

- align with each of the superintendent’s three “big rocks”;
 - timely communication and meaningful community engagement
 - a coordinated focus on equitable outcomes for all students with amplified attention to the needs of those who we have underserved
 - safety and well-being for all students and staff)
- are based on analysis of site-based data that include attention to focal student groups; and
- if applicable, build on work from the previous year.

A SCIP **is not** an opportunity to showcase high performance. It **is** a chance to reflect on what needs to change and receive support toward that end.

Terminology

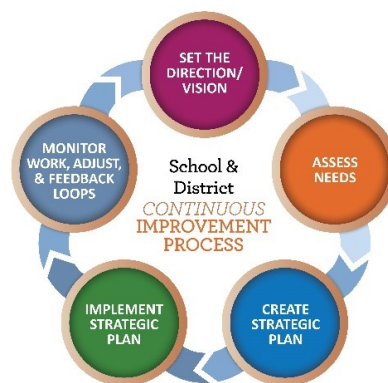
In order to engage in the drafting of a school improvement plan, it is useful to have a shared understanding of key terms and ideas.

Continuous Improvement Process and Plan

A continuous improvement **process** is the process by which districts and schools:

- Determine what is working and what needs to change;
- Establish a process to engage stakeholders to effect change;
- Leverage effective practices to implement a plan;
- Use data to monitor and make timely adjustments to improve outcomes.

The continuous improvement process results in the development of an ambitious, priority-driven action **plan** where routine collaboration and decision-making among district leaders is reflected throughout implementation.¹



¹ <https://www.oregon.gov/ode/schools-and-districts/Pages/CIP.aspx>

Focal Student Groups

As defined in Oregon’s Student Success Act, focal student groups are “students of color; students with disabilities; emerging bilingual students; and students navigating poverty, homelessness, and foster care; and other students who have historically experienced disparities in our schools.”²

Please consult [Focal Student Groups - Definitions](#) to learn more about each label. The document contains information on subsets of certain groups, but for the purposes of drafting your SCIP, you may choose from a more general drop-down menu of groups listed in the SSA.

*For 2023-24, “students navigating poverty” is temporarily removed from the list of focal student groups. See the definitions document for more details.

Data

For the purposes of your SCIP, “data” refers to information that is systematically collected and maintained. You may choose to examine data from several potential sources, including the [SCIP data folder](#), [Hoonuit](#), Synergy reports, and site-based data collection.

Completion Guide

Process Overview

1. Set the Direction/Vision
2. Assess Needs
3. Create Strategic Plan
 - a. Copy/Paste your **Goals, Focal Student Groups, and Dataset Sources** into Sandbox
4. Implement Strategic Plan
5. Monitor, Work, Adjust, and Feedback Loops

Procedure

Part 1: Set the Direction/Vision

- Review your school’s vision and mission statements.
 - Do they align with the superintendent’s goals?
 - What stakeholders have been involved in this work?

² https://www.oregon.gov/ode/StudentSuccess/Documents/ODE_Integrated%20Guidance.pdf, p. 23

- Are the vision/mission statements up to date?
 - Are they visible to your school community?
- Turning the superintendent's goals into three questions, consider how you might answer the following for different groups of students at your school:
 - How are you ensuring timely communication and meaningful community engagement?
 - How are you placing a coordinated focus on equitable outcomes for all students with amplified attention to the needs of those who we have underserved?
 - How are you ensuring safety and well-being for all students and staff?

Part 2: Assess Needs

1. **Review** data types available for analysis. These can include data sets available in Synergy, Hoonuit and other district data systems, and other data (such as student/family feedback) collected by your school.
2. **Analyze** prior year and current year patterns to **identify** baseline data that expose an area of growth for a specified focal student group.
 - Remember that no singular data set can represent a complete picture of any situation. A common misstep is to make decisions with insufficient data. Some issues to consider include:
 - Sample size
 - Are there enough students included in the data set? If not, consider combining student groups or multiple years of data of a smaller number of students.
 - Data set reliability and validity
 - How well does the data compilation measure your question? Keep in mind how these data sets may or may not fully represent the experience of focal student groups.
3. From your initial analysis, **choose** the baseline data you will focus on. Remember that your goal is to expose specific areas of growth for focal student groups so that you can strengthen outcomes for these students.
4. **Record** what data sets and student groups you have focused on in your analysis.
5. From this initial analysis, in collaboration with your school stakeholders, **develop** three achievable goals, each of which must be: 1) [SMARTER](#) and 2) align with a unique superintendent goal. Each goal should be able to be tracked at multiple points during the year. If you are setting a goal for an annual event (like graduation), steps toward reaching that goal should be trackable at multiple points during the year.

Part 3: Create Strategic Plan

1. For each goal, in collaboration with your school stakeholders, using a “theory of action” model, **write** a statement that presents your problem and provides a rationale behind the strategies you will choose to address the problem.

Based on a closer examination of how our ____ focal students are doing in the area of ____, we noticed that ____ (paraphrase problem). We wonder if any/all of the following factors contribute to this problem: (add factors here). Based on our exploration of this problem, we believe that, if we ____ (detail the action steps that will be taken towards meeting the goal), then ____ (intended outcome).³

2. Work with your school’s leadership teams to **develop** action steps toward achieving each goal.
3. **Identify** individuals/teams to work on various action steps - and be sure that time is calendared so that staff will have dedicated work time throughout the school year.
4. **Describe** the feedback process for how steps will be monitored and adjusted.
 - a. What data will be collected? How will data be collected and formatted for analysis? When will it be analyzed? How will you review the data and determine if the plan is working?
 - b. Based on data analysis, how will you make adjustments to your plan?
5. **Submit** your draft to your level director for feedback.

Part 4: Implement Strategic Plan

1. Move through your action steps, following your calendar of dedicated work time throughout the school year.

Part 5: Monitor, Work, Adjust, and Feedback Loops

1. Move through your action steps, following your calendar of dedicated work time throughout the school year, monitoring and adjusting as you do so. Your level directors will support you during this process.

³ For more guidance, see ODE’s [Tips for Writing Goals and Strategies as Theories of Action](#)

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School Continuous Improvement Plan

Workbook/Drafting Section

Please follow guidance in the SCIP Completion Guide in order to draft your plan.

Superintendent's Goals

- Timely communication and meaningful community engagement
- A coordinated focus on equitable outcomes for all students with amplified attention to the needs of those who we have underserved
- Safety and well-being for all students and staff

Are you considered a Title school?

**If Yes, please upload your Title plan to the Google folder and paste the link here:*

Part 1: Set the Direction/Vision

Vision Statement: We uphold the **principles of equity** by using an equity lens. We engage in the **lifelong process** of identifying, acknowledging, and addressing our own personal **biases** to best serve outer students, families and staff. We are **reflective** in our teaching practices to increase student/teacher curiosity and to expand student agency and academic success. We **model the behavior** we want to encourage on our campus. We help **all students achieve** individual excellence in their academic, career, and social/relational pursuits through rigorous opportunities and a ladder of supports. We use research and **data** to inform our **decisions**. We **collaborate** through respectful and open communication with staff, students, and parents to support all students who are in need of additional services.

Mission Statement: We welcome, respect, and honor people of all races, all religions, all countries of origin, all sexual orientations, all genders, all abilities. Our diversity is our strength and we are united in our Lancer Pride. These are our kids.

How do your vision/mission statements align with the superintendent's goals and how have stakeholders been involved in the vision/mission statements? Superintendent's goals:

- Timely communication and meaningful community engagement: **The vision statement emphasizes collaboration and open, respectful communication with all stakeholders.**

- A coordinated focus on equitable outcomes for all students with amplified attention to the needs of those who we have underserved. The vision statement explicitly identifies using an equitable lens and identification of personal biases.
- Safety and well-being for all students and staff. The mission statement places import on welcoming, respecting and honoring all people, while the vision statement indicates the importance of increasing student/teacher curiosity and to expand student agency and academic success, modeling the behavior we want to encourage on our campus, and helping all students achieve individual excellence in their academic, career, and social/relational pursuits.

For different groups of students at your school, describe both successes and challenges with following:

- How are you ensuring timely communication and meaningful community engagement?
- How are you placing a coordinated focus on equitable outcomes for all students with amplified attention to the needs of those who we have underserved?
- How are you ensuring safety and well-being for all students and staff?

Part 2: Assess Needs

Analyze the data in your SCIP data folders, as well as any other data you also have available to you. Remember that you will be drafting goal statements related to each of the superintendent's three goals.

How were stakeholders (e.g., students, staff, families) involved in the data review process?

- 9th grade success team
- Reading team
- Site Council?

Data Review: Based on data available in the SCIP folder, Hoonuit, and other sources, summarize your demographics and outcomes by student group, with a focus on inequities.

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(Data can be represented in tables, graphs, bullet points, etc.)

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School Goals and Metrics: Goal 1

SMARTe Goal 1: (aligned with “timely communication and meaningful community engagement”) *This goal will be copied/pasted into the “Presentation Plan”. Please be sure that the language here matches the language you are copying/pasting.*

During the 2024-2025 school year, we will re-engage the staff, students, and community around “The Lancer Way”: practicing respect, honor, and support for all people. We will create, update, and modify systems and policies (including rewriting and holding all parties accountable to our cell phone and attendance/tardy policies, regularly sharing with families through bulletins, meeting opportunities, like ice cream socials, and gathering input, informing and updating staff about policies and outcomes of those policies) that help our students, staff, and Lancer community to be successful at school, stay engaged in the learning process, and graduate on time.

Focal Student Group/s: **Hispanic and Native American Students** It is possible to choose up to two focal groups. This provides a framework to address intersectionality of multiple identities of groups of students.

What is your plan to meet the goal? Write a “theory of action” statement that follows the model in the SCIP guidelines.

Based on a closer examination of how our Hispanic and Native American focal students are doing in the area of attendance and failure rates, we noticed that the attendance rates of these students were among the lowest, and the failure rates were among the highest with these two focal groups. We wonder if any/all of the following factors contribute to this problem: language barriers with students and families, and histories of mistrust and negative interactions with the institution of schools. Based on our exploration of this problem, we believe that, if we create, implement, and communicate policies (in home languages) designed to promote student success; if we use data to track success and identify students in need, then we can implement just-in-time interventions to ensure success.

Strategic Plan Action Steps for Goal 1 This section should be updated throughout the year to reflect your monitoring, feedback, and adjustment process.		
Person/Team Responsible	Action Steps	Due Date/Frequency
Admin. and Staff	1.Cell phone policy	Inservice week and throughout the school year - "vibe checks" to see how it's going.
Admin. and Staff	2.Attendance/Tardy policy	Inservice week and throughout the school year - "vibe checks" to see how it's going.
Admin. and Staff	3.Staff agreements	Inservice week and throughout the school year - "vibe checks" to see how it's going.
Edith Gomez Navarrete	4.Interpretation services - teach staff where to find this and how to do this via district services	Nov. 6th Staff PD - reminders via email each quarter
Edith Gomez Navarrete , Natives Equity managers, and Leadership Plan support person	5. Family re-engagement events	Various times throughout the year.

Goal 1 Data Review: Baseline - End of Sept.

For this goal, what is the initial data that identifies the inequity? This data should be able to be tracked for growth at least 3 times through the year.

Goal 1 Data Review: 1st review date -1st Semester Midterm grading time

Has progress been made? Do you need to adjust your strategic plan? If so, add/revise action steps in the table above and summarize the changes here.

Goal 1 Data Review: 2nd review date - End of 1st Semester/Beginning of 2nd semester

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Has progress been made? Do you need to adjust your strategic plan? If so, add/revise action steps in the table above and summarize the changes here.

Goal 1 Data Review: 3rd review date - Midterm of 2nd semester

Has progress been made? Do you need to adjust your strategic plan? If so, add/revise action steps in the table above and summarize the changes here.

School Goals and Metrics: Goal 2

SMART Goal 2: (aligned with “timely communication and meaningful community engagement”) *This goal will be copied/pasted into the “Presentation Plan”. Please be sure that the language here matches the language you are copying/pasting.*

***High Schools:** Goal 2 should ultimately address equitable outcomes in *either* 9th-grade on-track to graduate *or* 12th-grade on-time graduation.

Goal 2: (Aligned to “a coordinated focus on equitable outcomes for all students with amplified attention to the needs of those who we have underserved”)

Over the 2024 - 2025 academic year, Churchill High School will use the Gates-MacGinitie Reading Assessment Program to identify struggling 9th Grade readers, employ strategies to improve reading of individual students (e.g. WICOR, SEL, PBIS) and provide end-of-year Gates-MacGinitie reading assessment results to 9th Grade students, parents, and teachers.

Interventions

- Provide reading lessons for all advisory classes (Reflective Questions for Strategic Processing, Reading Awareness Inventory, Teaching Content-Specific Vocabulary, Text Structures, Text Structure Notes, Text Structure Check, Anticipation Guide (Anticipation Guide Example:, Anticipation Guide Example: Science, Anticipation Guide Example: Social Studies), Paragraph Shrinking, Marking the Text, Charting the Text).
- Provide department specific interventions, from the menu of WICOR strategies collected and organized, with examples (Claim/Support Outline Example: Science, Concept Definition Map Example: Math, Discussion Web Example: Economics, Story Map Organizer Example: Language Arts, etc.).
- Through department leads, all departments will select a strategy to use during the month and then review student success of strategy during PLC.

Short-Term Goals

- Assess all 9th-grade students.
- Utilize Language Arts Instructors to provide assessment and evaluate scores.
- Provide subject-specific reading lessons to all departments
- Weekly school-wide practice of specific AVID reading strategies in every classroom
- Evaluate students at least two times throughout the school year

Long-term Goals

- Assess all 8th, 10th, 11th, and 12th grade students

- Utilize Language Arts Instructors to provide assessment and evaluate scores
- Provide subject-specific reading lessons to all departments
- Weekly school-wide practice of specific AVID reading strategies in every classroom
- Evaluate students at least two times throughout the school year

Focal Student Group/s: **Students with special needs and 9th grade students** It is possible to choose up to two focal groups. This provides a framework to address intersectionality of multiple identities of groups of students.

What is your plan to meet the goal? Write a “theory of action” statement that follows the model in the SCIP guidelines.

Based on a closer examination of how our Students with Special needs and 9th grade focal students are doing in the area of reading in all classes, we noticed that a significant amount of students are reading below grade level. Last year’s data showed that 43% of our 9th grade students were reading below grade level. We wonder if any/all of the following factors contribute to this problem: students were at home, not able to fully access critical grade-level skill sets that serve as the base in which all other skills are built upon, during the COVID pandemic, digression of learning over summers and through past years, and not being able to use the skills they had over time as curriculum and learning material got harder. Based on our exploration of this problem, we believe that, if we test all of our 9th grade students, and our students with special needs, we will be able to identify where their current reading skills are, and create intervention to support all students so they can progress in their reading skills and access their learning more easily. We will also use common AVID/WICOR reading strategies across all grade levels and content. (Annotating the text, focused note taking, one-pagers, etc.) By doing this, we will see an increase in reading levels later in the year when students are tested again.

Strategic Plan Action Steps for Goal 2

This section should be updated throughout the year to reflect your monitoring, feedback, and adjustment process.

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Person/Team Responsible	Action Steps	Due Date/Frequency
Literacy Team, Humanities Teachers, and Student Intervention team	1. Review of data from previous 9th graders who are now 10th graders	September - October (PLC time and other meeting times)
Literacy team, 9th grade English teachers, Humanities teachers	2. Reading tests for 9th graders current	October
Literacy team, 9th grade English teachers, Humanities teachers	3. Test students 2-3 times per year, starting in October	February and May
All Staff, Equity and Inclusion/AVID Site Team	4. Reading strategies - annotating text, one-pagers, note taking... (AVID/WICOR strategies in all classes)	October - June: PDs at staff meetings, within PLCs, and Leadership teams
	5.	

Goal 2 Data Review: Baseline - October

For this goal, what is the initial data that identifies the inequity? This data should be able to be tracked for growth at least 3 times through the year.

Goal 2 Data Review: 1st review date - November

Has progress been made? Do you need to adjust your strategic plan? If so, add/revise action steps in the table above and summarize the changes here.

Goal 2 Data Review: 2nd review date - February - March

Has progress been made? Do you need to adjust your strategic plan? If so, add/revise action steps in the table above and summarize the changes here.

Goal 2 Data Review: 3rd review date - May - June

Has progress been made? Do you need to adjust your strategic plan? If so, add/revise action steps in the table above and summarize the changes here.

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School Goals and Metrics: Goal 3

SMART Goal 3: (aligned with “timely communication and meaningful community engagement”) *This goal will be copied/pasted into the “Presentation Plan”. Please be sure that the language here matches the language you are copying/pasting.*

***High Schools:** Goal 2 should ultimately address equitable outcomes in *either* 9th-grade on-track to graduate *or* 12th-grade on-time graduation.

During the 2024-2025 school year, our 9th grade Humanities team (English, Social Studies, Health), will plan and implement these agreed upon AVID strategies: Note taking, daily use of Planners, weekly grade checks, annotating text, and others as applicable. The Humanities team will meet monthly as a whole PLC team, and weekly in their cohort team to review data, align curriculum, and monitor progress as needed.

Focal Student Group/s: 9th grade on-track, Students with special needs It is possible to choose up to two focal groups. This provides a framework to address intersectionality of multiple identities of groups of students.

What is your plan to meet the goal? Write a “theory of action” statement that follows the model in the SCIP guidelines.

Based on a closer examination of how our 9th grade students are doing in the area of grade level academic success, we noticed that a majority of students are struggling to pass classes . We wonder if any/all of the following factors contribute to this problem: digression of skills and lack of acquiring skills needed to pass classes. Based on our exploration of this problem, we believe that, if we provide/implement AVID strategies that are listed above (Note taking, daily use of Planners, weekly grade checks, annotating text, and others as applicable) in all Humanities classes, and across all content areas, then students will be able to access the necessary skills that can lead to success in all classes and be on track to graduate.

Strategic Plan Action Steps for Goal 3

This section should be updated throughout the year to reflect your monitoring, feedback, and adjustment process.

Person/Team Responsible	Action Steps	Due Date/Frequency
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Humanities team, Equity and Inclusion/AVID Site Team	1. Note taking, daily use of Planners, weekly grade checks, annotating text, and others as applicable.	Sept. - June
Humanities teachers	2. Reviewing 9th grade on-track data bi-monthly	Sept. - June
Equity and Inclusion, Humanities	3. Staff PDs on strategies	Oct. - June
	4.	
	5.	

Goal 3 Data Review: Baseline - Semester 1 Midterm Grades

For this goal, what is the initial data that identifies the inequity? This data should be able to be tracked for growth at least 3 times through the year.

Goal 3 Data Review: 1st review date - End of Semester 1 grades

Has progress been made? Do you need to adjust your strategic plan? If so, add/revise action steps in the table above and summarize the changes here.

Goal 3 Data Review: 2nd review date - Semester 2 Midterms

Has progress been made? Do you need to adjust your strategic plan? If so, add/revise action steps in the table above and summarize the changes here.

Goal 3 Data Review: 3rd review date- End of Semester 2 grades

Has progress been made? Do you need to adjust your strategic plan? If so, add/revise action steps in the table above and summarize the changes here.

Presentable Plan

Goal 1

Data Set

Focal Student Group(s) Hispanic and Native American Students

SMART Goal: (copy/paste here)

During the 2024-2025 school year, we will re-engage the staff, students, and community around “The Lancer Way”: practicing respect, honor, and support for all people. We will create, update, and modify systems and policies (including rewriting and holding all parties accountable to our cell phone and attendance/tardy policies, regularly sharing with families through bulletins, meeting opportunities, like ice cream socials, and gathering input, informing and updating staff about policies and outcomes of those policies) that help our students, staff, and Lancer community to be successful at school, stay engaged in the learning process, and graduate on time.

Goal 2

Data Set

Focal Student Group(s) 9th grade on track and students with special needs

SMART Goal: (copy/paste here)

Over the 2024 - 2025 academic year, Churchill High School will use the Gates-MacGinitie Reading Assessment Program to identify struggling 9th Grade readers, employ strategies to improve reading of individual students (e.g. WICOR, SEL, PBIS) and provide end-of-year Gates-MacGinitie reading assessment results to 9th Grade students, parents, and teachers.

Interventions

- Provide reading lessons for all advisory classes (Reflective Questions for Strategic Processing, Reading Awareness Inventory, Teaching Content-Specific Vocabulary, Text Structures, Text Structure Notes, Text Structure Check, Anticipation Guide (Anticipation Guide Example:, Anticipation Guide Example: Science, Anticipation Guide Example: Social Studies), Paragraph Shrinking, Marking the Text, Charting the Text).
- Provide department specific interventions, from the menu of WICOR strategies collected and organized, with examples (Claim/Support Outline Example: Science, Concept Definition Map Example: Math, Discussion Web Example: Economics, Story Map Organizer Example: Language Arts, etc.).
- Through department leads, all departments will select a strategy to use during the month and then review student success of strategy during PLC.

Short-Term Goals

- Assess all 9th-grade students.
- Utilize Language Arts Instructors to provide assessment and evaluate scores.

- Provide subject-specific reading lessons to all departments
- Weekly school-wide practice of specific AVID reading strategies in every classroom
- Evaluate students at least two times throughout the school year

Long-term Goals

- Assess all 8th, 10th, 11th, and 12th grade students
- Utilize Language Arts Instructors to provide assessment and evaluate scores
- Provide subject-specific reading lessons to all departments
- Weekly school-wide practice of specific AVID reading strategies in every classroom
- Evaluate students at least two times throughout the school year

Goal 3

Data Set

Focal Student Group(s) 9th grade on-track and students with special needs

SMART Goal: (copy/paste here)

During the 2024-2025 school year, our 9th grade Humanities team (English, Social Studies, Health), will plan and implement these agreed upon AVID strategies: Note taking, daily use of Planners, weekly grade checks, annotating text, and others as applicable. The Humanities team will meet monthly as a whole PLC team, and weekly in their cohort team to review data, align curriculum, and monitor progress as needed.

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Rubric

Options:

Schools/Data team focus on “specific” and “measurable” so that “achievable” can be more closely aligned

[UVA/WestEd](#)

[OSSE.gov](#)

[Elena Aguilar’s Equity Rubric](#)

[SMART rubric](#)

[Smarter Balanced Explanatory Writing rubric](#)

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AVID Schoolwide Domains: Instruction, Systems, Leadership, and Culture

AVID Schoolwide Instruction

What are some of the particular strengths of AVID Schoolwide Instruction at your school?

- AVID Site Team and Electives for past 8 - 10 years
- AVID Electives consistently graduate all students on time
- AVID Strategies are consistently used in most classes regularly

What aspects of AVID Schoolwide Instruction have room for growth at your school?

- Purposefully and consistently using AVID strategies in ALL classrooms
- Continuing to provide training for new staff - use AVID coordinator and Principals to do regularly training for all staff
- Increase and reevaluating the recruitment of AVID students from MS to HS as well as in HS

How might you address these in your Site Plan?

- Continue to plan and provide PD for all teachers on AVID strategies
- AVID Coordinator observe in classroom to help support staff and PD options
- Admin. Use the AVID Observation form in TalentED more consistently

Based on the strengths and weaknesses of your building's AVID schoolwide Instruction, what is your goal that aligns with the Superintendent's "3 big rocks?"

- Goal 2 and 3

AVID Schoolwide Systems

What are some of the particular strengths of AVID Schoolwide Systems at your school?

- AVID Site Team and Electives for past 8 - 10 years
- AVID Electives consistently graduate all students on time
- AVID Strategies are consistently used in most classes regularly

What aspects of AVID Schoolwide Systems have room for growth at your school?

- Purposefully and consistently using AVID strategies in ALL classrooms
- Continuing to provide training for new staff - use AVID coordinator and Principals to do regularly training for all staff

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- Increase and reevaluating the recruitment of AVID students from MS to HS as well as in HS

How might you address these in your Site Plan?

- Continue to plan and provide PD for all teachers on AVID strategies
- AVID Coordinator observe in classroom to help support staff and PD options
- Admin. Use the AVID Observation form in TalentED more consistently

Based on the strengths and weaknesses of your building's AVID Schoolwide Systems, what is your goal that aligns with the superintendent's "3 big rocks?"

- Goals 2 and 3

AVID Schoolwide Leadership

What are some of the particular strengths of AVID Schoolwide Leadership at your school?

- AVID Site Coordinator - same person for 2 years, rotating elective teachers into position as their elective class graduates
- Strong AVID culture, training, and support

What aspects of AVID Schoolwide Leadership have room for growth at your school?

- Increase number of staff who want to be AVID Elective teachers as well as being a part of the AVID Site team
- Increase capacity of strong AVID leaders within building

How might you address these in your Site Plan?

- Recruit teachers for AVID trainings, AVID Site team, as well as possible new elective teachers
- Invite new staff and other to AVID trainings and being on leadership teams

Based on the strengths and weaknesses of your building's AVID Schoolwide Leadership, what is your goal that aligns with the superintendent's "3 big rocks?"

- Goal 3

How might you address these in your Site Plan?

- See above

AVID Schoolwide Culture

What are some of the particular strengths of AVID Schoolwide Culture at your school?

- Students enjoy being in the same AVID Elective and cohort for all 4 years
- Staff understand and promote AVID culture of school
- AVID is a part of “The Lancer Way”

What aspects of AVID Schoolwide Culture have room for growth at your school?

- More visibility of schoolwide AVID programs
- Increase and promote AVID activities and information to students and families (AVID Night, how to join after 9th grade...)

How might you address these in your Site Plan?

- Create additional information nights and activities
-

Based on the strengths and weaknesses of your building’s AVID Schoolwide Culture, what is your goal that aligns with the superintendent’s “3 big rocks?”

-

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AVID Coaching and Certification Instrument Report - 2023_24School Year

	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
Instruction	•	•	•	•
Systems	•	•	•	•
Leadership	•	•	•	•
Culture	•	•	•	•
Total:				