

**Riverside, CA** Amelia Earhart Middle School began adoption of the AVID program shortly after the school opened in 1995 with one section of AVID and one tutor. At first, there was parent resistance to the program due to a belief that the program was for at-risk students or for GATE students. Though the program met with initial parent skepticism, it was embraced by the staff who saw the benefits of the AVID methodologies and witnessed students involved in the program realizing academic success and gaining in confidence in the classroom. From the beginning, Earhart's staff were introduced to AVID professional development and understood the expectation that AVID in middle school was preparing our students for success in a rigorous high school education that would prepare them ultimately for successful completion of a college degree. AVID students were taking Cornell notes, using their student planner to positive effect, employing techniques of SLANT in the classroom, and after learning the value of using Arthur Costa's questioning techniques, asking meaningful questions in the classrooms. Earhart's philosophy of a college going culture manifested itself visibly throughout the campus when every classroom displayed teacher and staff college diplomas and pennants and every Tuesday teachers and students wore college T-shirts. In addition to the visual display, students were encouraged to plan and work toward that college degree on a regular basis. Use of academic vocabulary was more evident as were lessons planned using Bloom's Taxonomy. Word of the success of AVID students went out into the parent community and the program enthusiastically grew to its current population of six sections of 7th and 8th graders, four AVID elective teachers from three core subjects, and thirteen college tutors, several past AVID students themselves. This past year, due to a new middle school opening, we lost over 600 hundred students to the new school, and yet we not only kept our six sections of students, but had a waiting list of students eager to join our program; previously, AVID students composed 11% of the total population and now, 19% of the student population.

All AVID students are placed in classrooms with an AVID trained instructor (over 90% of our staff have been trained at summer institute) and as such, in advanced courses in all content areas. All 8th grade students are enrolled in Algebra I. Currently, seven AVID 7th graders are enrolled in Algebra I and nine 8th grade AVID students are enrolled in Geometry. Last year 96% of our 8th grade AVID students completed Algebra with a C or better. All AVID 8th graders at Earhart take the EXPLORE test. When students receive their test results, they analyze the test for strengths and weaknesses and we address this in class which helps place the student in charge of their success and helps to set goals for high school and ultimately, college. Last year, our assistant principal reviewed statistics for our AVID students who had been promoted to high school from Earhart and those students who remained in the AVID program continued to be successful.

Amelia Earhart is a middle school of slightly under 1,200 students of which 54% are female and 46% male. 27% of our students are Hispanic, 12% African American, and 9% Asian. In our AVID program, 52% of our students are male, 37% Hispanic, 30% African American, and 4% Asian. Thus, we have been able, through our selection process, to identify those under-represented students and have a higher percentage of participation in our AVID program than in our regular student population. In addition, 29% of Earhart's student population are eligible for free or reduced lunch as compared to 32% of the AVID population, again in an effort to promote equity through AVID.

Nearly all teachers have been trained in AVID methodologies at Summer Institute (multiple trainings for several teachers) and Write Path training. Teachers and students are well-acquainted with Arthur Costa's levels of questioning and Bloom's Taxonomy; in fact, there are posters of Bloom's and Costa's levels of questioning and thinking. When entering the classrooms evidence of Bloom's and Costa is heard in the academic language Rigorous course work is apparent in the classroom as well as the tutorial assignments and writing in the AVID classrooms as well as throughout the campus.

The AVID Coordinator is a member of the Amelia Earhart Middle School Leadership team and has a voice in major decisions of curriculum and master schedule. In addition to membership on the leadership team, Earhart administration has set aside time during each staff meeting for AVID professional development. AVID site team includes school administration and counselors and issues of rigor and student selection to provide for equity are discussed.

To further assist AVID students, AVID tutors work with students during tutorial sessions in AVID Elective as well as tutors going into Algebra I classrooms to work with students in small tutorial groups during their math class. This gives additional support for our students during the day and an opportunity for AVID tutors to listen to the math teachers actually teaching math, hearing the vocabulary, and showing our AVID students that support is substantial and there is partnership between AVID and their rigorous math classes. After school AVID tutoring sessions are held three days a week to work with students on work from their advanced content classes.

AVID students are placed in advanced and honors classrooms with teachers trained in strategies that utilize AVID methodologies in a rigorous structure employing thoughtful academic vocabulary, high expectations from students, and a focus on preparing for success in high school and college. AVID teams are formed so that students are with AVID trained teachers in all core subjects; teachers meet regularly to discuss student progress. With this support and student expectation for placement in the most rigorous environment, all 8th grade students are placed in Algebra I. When Amelia Earhart Middle School students transition to high school from our middle school AVID program, they are placed in AP and honors classes.

In addition to the cross-content teams regularly scheduled meetings to discuss student progress, AVID students receive biweekly grade reporting so that any potential need for extra support is noted in a timely manner. If a student is having difficulty in any class, they are immediately scheduled for additional tutoring and weekly monitoring until it is deemed student only needs the biweekly reports. Teachers meet in department and team meetings to share strategies and how those strategies translate to student success. Bloom's and Costa's questioning techniques are heard throughout the campus and posters with these questioning stems/vocabulary are displayed in all classrooms to encourage student higher level thinking. AVID teachers are involved in professional development at every opportunity and all teachers with AVID students in their classrooms have been to summer institute. All of our tutors have been AVID trained, several are past AVID students, and they act as excellent role models in addition to a resource to support student academic success.

During our student selection process, we receive a listing of incoming students to 7th grade – this list is used as a resource to invite students to a spring parent informational meeting. Grading and test scores are reviewed to ascertain that they meet AVID criteria, under-represented students are reviewed for invitation to our meeting, as are students who fall in the low socio-economic profile. As a result of careful student selection, we have 10% more Hispanic students in AVID than our general population and almost twice as many African American students in AVID than Earhart's student population. More than half of our AVID student population is male. Students designated low socio-economic are enrolled in AVID at a rate higher than our general population. Several of our AVID college tutors speak languages other than English and assist those students transitioning from English Language support classrooms.

Every year, our feeder high school AVID Coordinator and AVID Counselor, Elective teachers, and past AVID students come to Earhart to speak to our parents and teachers. At this meeting, high school expectations are explained as are scheduling concerns. The AVID Coordinator explains the AVID program as it is in high school. The high school AVID counselor speaks to our students and parents regarding scheduling for optimal preparation for college, and how the college application process works. AVID high schools students speak to the transition to high school, they discuss the college field trips taken in school, the high expectations of AP and honors coursework, and the camaraderie and teamwork of the high school AVID community.

Because nearly the entire Amelia Earhart Middle School staff has been trained in AVID methodology and strategies, and we have had the program long enough to know the value, witnessing the success of our students with AVID support, we believe in our students. Summer Institute in particular gave our staff the expert training and the opportunity to work together off site to bond as a team, to develop our program, to discuss our students and to plan. We know our AVID students will be successful in more rigorous work and we expect to hear from them when they successfully graduate from college.