

1. Briefly describe your district's or site's AVID program, its history, and its evolution toward closing the achievement gap and promoting college readiness, equity or rigor.

Indio, CA Since the Fall of 2001, the AVID program has been extremely fortunate to have been an important part of JGMS. Not only was JGMS infused with the AVID philosophy of preparing students to take rigorous courses in middle school and high school in preparation for their future college enrollment, students are also immersed in the rigor of the MYP facet of the International Baccalaureate Program. All students are expected to challenge themselves with safety nets in place should they struggle. In addition to the standard middle school curriculum courses, students are required to take technology, World Language, currently French or Spanish, and Fine Arts each year of attendance. Daily collaboration time is dedicated for core teachers with weekly collaboration for elective teachers and grade level teams making it possible for AVID teachers to communicate regularly and engage in meaningful dialogue about each of the students in the AVID program and how well we are meeting their needs whether they be academic or social-emotional. The program began with two sections involving 7th and 8th grade students taught by the site AVID Coordinator. Over the past nine years, the program has grown and now includes three AVID Elective teachers teaching 2-6th, 3-7th and 2-8th grade sections. Wanting to reach out those students who would most benefit from the AVID experience, the AVID site team established a set of selection criteria using data from State standardized testing, district benchmark exams, grade reports, in addition to teacher recommendation. As part of the selection process, eligible candidates are identified district wide with individual invitations sent to our largest feeder schools first then to the surrounding communities. The invitation process conveys that being an AVID student is an honor and a commitment not to be taken lightly in addition to adding a sense of exclusivity to those not receiving an invitation. During the selection process, the AVID Coordinator is inundated with calls from potential parents asking, "What is AVID?" Parents and students are invited to an information session where they learn about the power of AVID. As a result, our AVID classrooms are more reflective of our entire school population and we are seeing students of traditionally under-achieving subgroups experiencing greater success and satisfaction with school resulting in a significant narrowing the achievement gap. The success of the AVID program has lead to greater parent and community support of other programs at JGMS. The additional support in turn enhances the learning experiences for students readying them for success in college and beyond. A real compliment has occurred when several teachers have placed their children in the program to help them prepare for high school and college.

2. Briefly describe your achievement data: patterns of AVID students and all students school wide in advanced courses in the four content areas.

When examining the standardized testing achievement of our AVID students, we will focus on those students scoring within the BASIC range (300-349) of either math or language arts on the California State standardized test for students who participated in AVID for 3 years, or 2 years respectively. For students enrolled in AVID at JGMS for 3 years, we used scores earned in 6th grade as their base score. School-wide there was a decline in ELA API at the close of 7th grade; however, AVID students grew an average of 6 points. At the end of 8th grade, school-wide BASIC students showed growth in ELA with AVID students earning an average of nearly two times that of their counterparts. In mathematics, there was an overall drop of nearly 14 points in MATH API with AVID

students showing a 20 point drop. At the end of 8th grade, there was a decline again school-wide for BASIC students of 4 points; however, these same AVID students gained 27 points showing the greatest gains in math achievement in the history of JGMS. For students enrolled in AVID at JGMS for 2 years, we used scores earned in 6th grade as their base score. School-wide there was a decline in ELA API at the close of 7th grade; however, AVID students grew an average of 6 points. At the end of 8th grade, school-wide BASIC students showed a small decline of 3 points in ELA with AVID students growing an average of 15 points. For these same students, there was an overall drop of 2 points in MATH API with AVID students showing a 5 point drop. At the end of 8th grade, there was a decline again school-wide for BASIC students of 19 points, however, AVID students gained 17 points.

Our official 2008-09 API score of 827 means growth of 66 points in overall API score since 2007 and marks the third consecutive year in which all subgroups met or exceeded their AYP and API growth targets. Examination of the data also reveals significant closure of the achievement gap. Both the English Learner and Socio-

Economically Disadvantaged Subgroups demonstrated nearly twice the growth in API of those students who comprise the White subgroup and the growth demonstrated by the school overall. An increase in academic achievement is the result of much collaboration and the unified efforts of all stakeholders. Contributing factors include the relevant staff development in addressing scaffolding techniques and language acquisition. In addition, the school wide implementation of AVID methodologies and focus on inquiry as a curricular model have added to the capacity of our staff to engage students and help them to communicate their learning in meaningful ways. Home to school communication in Spanish and English and the personalized efforts of administration to reach out to the diverse populations in our Redhawk Family have empowered more parents to utilize the resources available to them to help their child succeed. Together we have done well, but recognize even more so now than ever, how much work there is still to be done. We are poised and ready for the challenge to see that every student learns at the highest levels cognizant and appreciative of the diversity in the world around them.

3. Briefly describe our district's or site's demographics and how AVID has been leveraged to accelerate efforts to promote equity and rigor.

Over time JGMS has had some minor changes in its demographics having demonstrated a slight increase in the Hispanic population and a commensurate decrease in the White population. This year JGMS qualifies as a Title I school with 43%

of the student population qualifying for our Free/Reduced Lunch Program. In 2008-09, an increase in the percentage of minority populations was due to an influx of NCLB transfers from under-performing schools most of which are in the east end of the Coachella Valley where the population is primarily Hispanic. We had 137 English Learners last year, which is roughly a 33% increase from the year prior. For the 2009-2010 school year, 179 students are designated as English Learners. JGMS has an EL Coordinator who has attended Summer Institute and is an active member of the AVID site team. Through the Coordinators effort's students receive AVID methodologies and are encouraged to apply to the AVID program. JGMS has had a significant increase in students receiving special education services. Forty-nine students participate in our SH/SDC programs with 109 students receiving special education services. The increase in students in our resource program from 79 the previous year warranted the addition of a half-time resource specialist. All three of our resource specialists have been trained in the AVID tutorial methods. With the training of our assistant principal and his expertise

of extracting data, the AVID program has utilized his skills to identify, reach out, and focus on the student in the middle. This was accomplished by aligning AVID students with their CST scores and later comparing them to non-AVID students and their CST scores. This comparison also shows the success of the AVID program from year to year.

4. Briefly describe how your site's AVID program contributed to building the site's educational leadership capacity and providing strategic staff development for promoting equity and rigor.

AVID is supported by both the administration and staff. The entire administrative team has been through AVID training, including counselors and supplemental staff. Even during this recent budget crisis, the administration at JGMS never wavered from their belief in the importance of AVID for our students. Funds were earmarked and are safe-guarded each year for Summer Institute; Write Path training, coordinator's meetings, fall site team conference and tutors for the AVID classroom. WICR strategies are used throughout the school, while Socratic Seminars, Fish Bowls, and Philosophical Chairs are becoming established elements in the JGMS classroom. It is exciting to see teachers return from an AVID training and utilize WICR strategies eager to make a profoundly positive impact all their students which will in turn affect all classrooms. This year all Para educators went through an AVID tutor training for two days. This training was provided by a RIMS AVID staff member. Due to this training more students and teachers have access to AVID tutorial methodologies. The majority of the JGMS staff are AVID trained and supportive of the program in the classroom, as a site team member or both.

5. Describe the systems, structures, and processes your district or site has put in place that address equity in your most rigorous courses so all students (especially AVID students) have the opportunity, encouragement, and support to become four year college eligible and college ready.

Expectations for behavior and academics are clearly understood by all students. All students have a binder set up the AVID way. Each student is issued a planning agenda at the start of the school year which is kept at the front of the binder and utilized during every class. The front section of the planner clearly outlines expectations, rules, and consequences, as well as rewards. AVID students receive additional rewards for high academic performance. AVID strategies and inquiry based learning opportunities are key components of our curriculum design. This model we believe has enhanced the capacity of our students to be successful in future higher education endeavors. In addition, our students have highly developed executive skills such as utilization of technology, cooperative learning strategies, public speaking, consensus building, time management, and resource allocation.

All students at JGMS are encouraged to plan for their future and that future includes college. An annual event at JGMS is our College and Career day. Each classroom has a guest speaker who talks about their college education and current career. Students are exposed to a wide range of college experiences and learn how education leads to future success. Site team members and parents are enthusiastic and willing to help in whatever is needed for all “Go to College” events. Parents have set up fundraising events and are always available to chaperone our yearly college visits. The 8th grade AVID students are required to take the ACT EXPLORE test and the other 8th graders are encouraged to also take this test. When the results for the tests arrive an “EXPLORE

Night” is scheduled for students and parents. At this event guest speakers from AVID teachers to College Representatives go over the EXPLORE results and discuss the implications for college. This year an AVID alum parent, whose student recently was accepted to University of Tulsa, shared the complete experience of applying to and being accepted to a four-year university.

So that our students are able to enroll in appropriate courses, we utilize several checks to build a student’s schedule: CST scores, current grades, teacher recommendations, and placement tests. These checks are used to place students in appropriate math classes, World Language, and language arts classes. Should a student wish to be placed in a higher level class without meeting the placement criteria, the student will be given the opportunity with appropriate support available for ensuring their success. Students can check their progress in their classes at all times with the district Home Access System, This system allows a student to see their current scores, missing assignments, progress reports and report cards at anytime on-line. This system allows AVID students to utilize the tutorial process more efficiently. We are better able to adapt the AVID program to individual students and the tutoring programs are there to meet the student’s specific needs. All students are encouraged and eligible to apply to the IB program at the high

school, unfortunately the high school that the majority of our students will attend no longer offers AVID as an elective. Students in the IB program have better access to honors and AP classes. The staff members at JGMS have made themselves available to any student that desires help even though they have moved on to the next level.

During common planning periods, teachers look at individual student needs and make immediate adjustments to instruction that can include grouping and re-grouping, differentiated instruction, tiered assignments, after-school tutoring, peer tutoring, and adult mentors, guided ASAP classes, and a comprehensive pyramid response to interventions as tools in their efforts to support students. The All Student Academic Prep class (ASAP) supports core learning by addressing specific instructional needs that surface through embedded standards-based assessments and norm-referenced testing and by shoring up student efforts on projects assigned in the core content areas. This ASAP is run like an AVID tutorial by many teachers. This also allows students to seek out help from a specific teacher.

John Glenn Middle School delivers a rigorous standards-based curriculum and provides the support necessary for all students to be successful. JGMS staff members collectively review our vision and mission statement so that expectations include contributions of all staff members. This shared vision drives the evolution of JGMS programs, procedures and policies in the effort to provide an optimal educational experience for all our students. We have expanded our professional learning community to include previously less visible, less vocal stakeholders and subgroups in order to better understand and meet the needs of all students. Progress is measured through SMART goals aligned in the School Plan to the DSUSD Strategic Plan. Steering committees of parents and students further articulate our efforts focusing in on specific programs like IBMYP and AVID. Unified vision and coordinated efforts result in more student growth and academic achievement. Students are able to take Algebra, Geometry and 2nd year World Language while at JGMS. All classrooms use GATE strategies and teachers collaborate on projects for all students. Due to the emphasis AVID and MYP, inquiry is the basis of instruction and pushes the students to go beyond the lessons in the classroom.