SCHOOLS TO WATCH – TAKING CENTER STAGE

MODEL SCHOOL – VISITOR'S GUIDE

John Glenn Middle School

Designated 2004; Re-Designated 2007, 2010

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2010 School Statistics

(Sources: 2010 API Growth Report; 2010 AYP Report)

Community: Suburban
Enrollment: 1,264
Grade Levels: 6-8
School Schedule: Eight-period day with 60 minutes of math daily

Student Demographics

- 55% Hispanic/Latino
- 38% White
- 3% Asian
- 2% African American
- 1% Filipino
- 1% Two or more races
- 0% American Indian/Alaska Native
- 0% Pacific Islander

- 44% Free/Reduced Lunch
- 7% English Learners

2009 API Base: 819
2010 API Growth: 839 (up 157 points since 2002-03)
2010 AYP: Met 20 of 25 criteria

(Visit http://www.cde.ca.gov/ta/ac/ar/index.asp to view this school's data for prior years.)

School Characteristics and Replicable Practices

Academic Excellence

- Every class has clear and high expectations. Students are expected to meet rigorous standards.
- The International Baccalaureate (IB) Middle Years Program enriches the curriculum and instruction for all the students.
- Integrated and thematic instruction is tied to the IB program.
- Interdisciplinary and inquiry-based instruction is in all classroom models.
- AVID (Advancement Via Individual Determination) methodologies are implemented throughout all courses for all students.
- Thinking maps are used to guide student instruction.
- The eight-period day allows for both interventions and electives with a double block of math.
- Many intervention options support student success,
- School-wide rubric grading is in place.
- Academy teacher teams meet daily for Academic and Curriculum Enhancement for Students (ACES) enhancing students' success.

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Development Responsiveness

- School staff members clearly understand the developmental needs of young adolescents and provide educational experiences that meet these needs.
- Focused counseling groups target students with special topics of inquiry.
- Interdisciplinary instruction makes connections for students and creates a sense of reality for them.
- Students are given both preparation time and reflection time to deepen their understanding and gives meaning to the curriculum.
- A flexible, team-structured schedule creates many opportunities to extend and expand student learning.
- Technology is a main focus and a tool for engaging the students.
- Student-led conferences connect accountability and voice for students.
- Student voice is an active part of the curriculum. Students frequently revise work, develop rubrics and create anchors.
- Character education is taught and modeled.
- .Positive Behavior and Intervention and Support (PBIS), Response to Intervention (RtI) and National Watch D.O.G.S. frame the actions and management of students and teachers.

Social Equity

- R-FEP (Reclassified to Fluent English Proficient) and GATE (Gifted and Talented Education) students are clustered in core classes.
- The eight-period day allows lower level students and English language learners opportunities to have both effective intervention and an elective.
- English learners are expected to meet the same high expectations that other students must meet.
- The foreign language program is for all students.
- Students often cross economic, cultural, and social lines to interact with each other. School staff members encourage respect for all.
- A co-teaching model is in place—the core teacher and the resource specialist teacher plan, implement, assess, and revise curriculum based upon the specific needs of learning disabled students.

Organizational Support

- The school's vision is shared by everyone. The faculty enjoys grappling with difficult problems.
- Teachers are committed and go the distance to make things happen for students.
- An eight-period day allows each teacher to have daily focused, standards-based professional development.
- Professional development is focused on student learning.
- Transitions from feeder elementary and to destination high schools are smooth and effectively planned.
- The school district is solidly behind its principal and the school staff.