



DJUSD AIM

(Alternative Instructional Model)

Program Update

June 14, 2018

Progress

Outreach

Professional Growth

Student-Centered Instruction

Formative Assessments

Goal Setting



Gifted Program Outreach

Identification Processes

GATE Programs and Delivery Types

Common Opportunities/Challenges



Educator Capacity

Professional Development for Teachers
of AIM Students

GATE Certification

Data-driven Decision-making



Student Learner Profile

Recognizing Interests and Abilities

Identifying Conditions of Learning

Setting Personal Learning Goals

Student Learner Profile

Strategy and Student engagement	1 (agree)	2	3	4	5 (do not agree)
1. Flexible grouping in math challenges this student.	1	2	3	4	5
2. Student demonstrates the ability to focus	1	2	3	4	5
3. Taking a leadership role engages this student.	1	2	3	4	5
4. Student responds well to open-ended tasks	1	2	3	4	5
5. Student is challenged by higher <i>Depth of Knowledge</i> questions	1	2	3	4	5
6. Student demonstrates organization and strong executive functioning skills	1	2	3	4	5
7. Student thrives in collaborative group experiences	1	2	3	4	5
8. Student responds well when their interests are taken into consideration	1	2	3	4	5
9. Student demonstrates creativity & innovation	1	2	3	4	5
10. Connecting content to real-world situations engages this student.	1	2	3	4	5
11. Student responds well when given options/choices in assignments	1	2	3	4	5
12. Student responds well to inquiry-based learning experiences	1	2	3	4	5
13. Student responds well to constructive feedback and the challenging of ideas	1	2	3	4	5
14. Student is a critical thinker & problem solver	1	2	3	4	5
15. Student demonstrates civic & cultural awareness	1	2	3	4	5
16. Student takes an active role in the learning community	1	2	3	4	5
17. Student is adaptable and resilient	1	2	3	4	5

18. Circle outstanding abilities you notice:

Performing Arts	Visual Arts	Music	Psychomotor	Leadership & Interpersonal Abilities	Cultural Literacy
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19. Personal Learning Goals for Student/Notes:

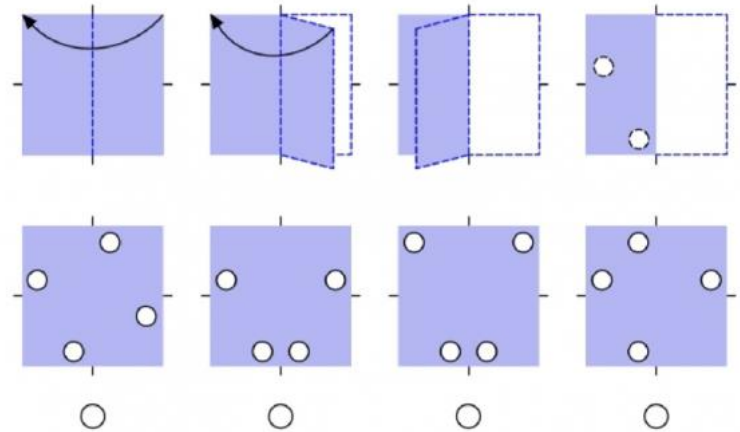
Assessment and Identification

Universal Screening

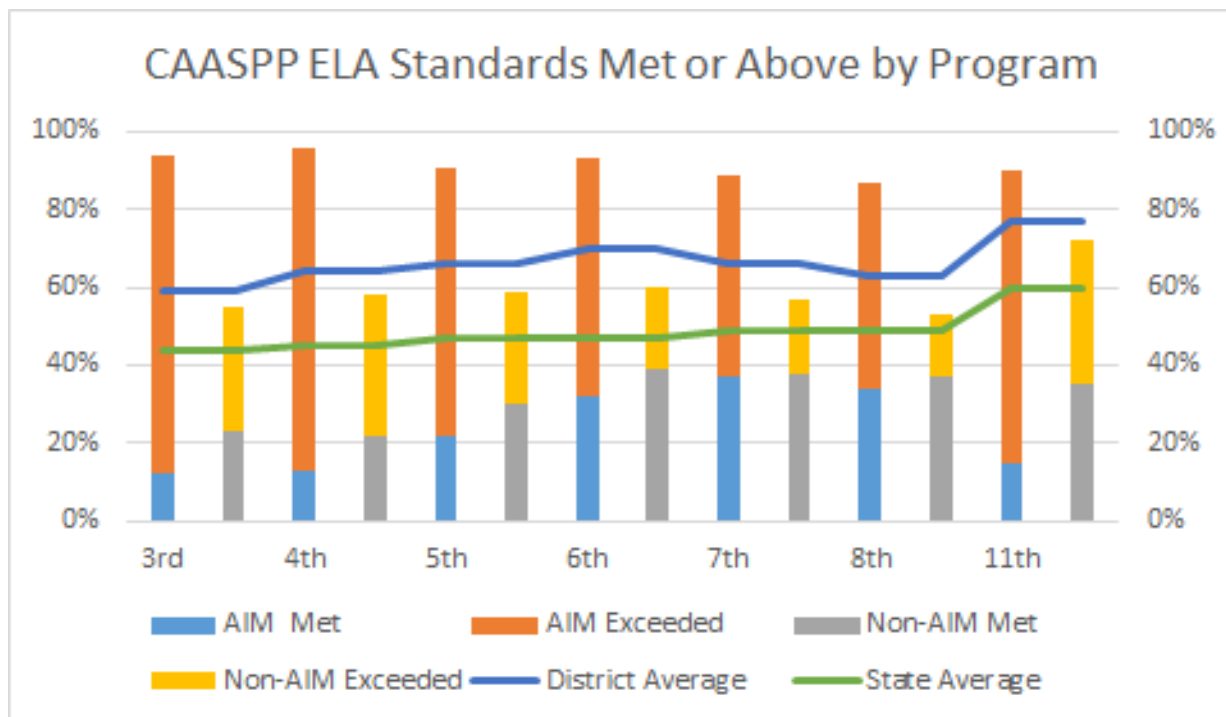
Individual Student Profile Review

Rescreening Options

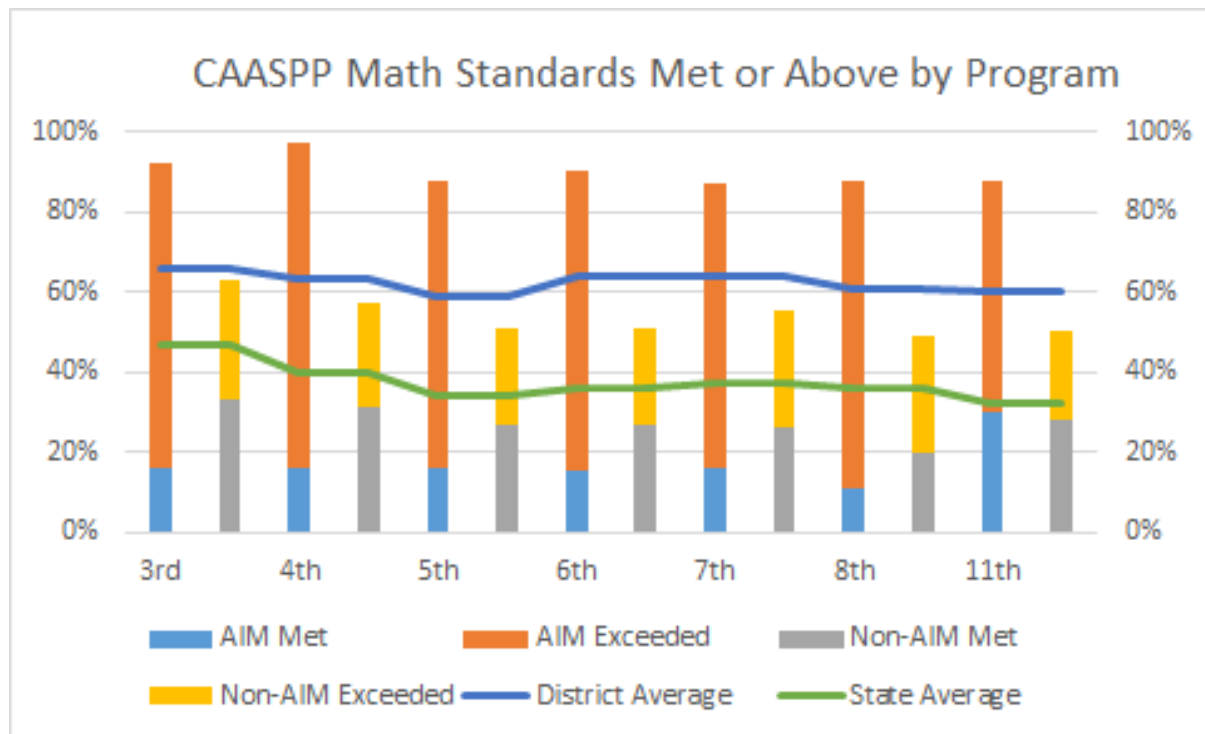
HOPE Scale Assessment



— ELA Academic Success (2016-17)



Math Academic Success (2016-17)



2018-19 Enrollment: 4th-6th Grade

AIM Enrollment by Grade				
Grade	% AIM ID	Neighborhood	Cluster/Self-Contained	Total AIM Identified
4	13.1%	36	50	86
5	10.3%	25	32	57
6	13.6%	28	55	83
Total of 226 Students				



Parent Education Level: 4th Grade

2017-18

Parent Ed Level	AIM ID #	AIM ID %	District Total %
Post Graduate	50	88%	50%
College Graduate	7	12%	21%
Some College	0	0%	7%
High School Graduate	0	0%	7%
Not a HS Graduate	0	0%	2%
Declined to State	0	0%	12%

2018-19

Parent Ed Level	AIM ID #	AIM ID %	District Total %
Post Graduate	73	85%	55%
College Graduate	11	13%	19%
Some College	0	0%	8%
High School Graduate	0	0%	4%
Not a HS Graduate	0	0%	2%
Declined to State	2	2%	12%



Socioeconomically Disadvantaged (SED): 4th Grade

2017-18			
Status	AIM #	AIM %	District %
Not SED	51	89%	72%
SED	6	11%	28%

2018-19			
Status	AIM #	AIM %	District %
Not SED	83	97%	76%
SED	3	3%	24%



Ethnicity*: 4th Grade

2017-18		
Ethnicity	AIM %	District %
Asian	53%	24%
White	42%	56%
Other	5%	21%

2018-19		
Ethnicity	AIM %	District %
Asian	48%	23%
White	40%	58%
Other	12%	19%

*Primary race indicated

Looking Forward

Every Student Known by Name, Strength, and Need

Developing a Unique Learner Profile Report

Sharing Strengths and Gifts with Educators

Building on Success

Student Learner Profile

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19. Personal Learning Goals for Student/Notes:

GRADUATE PROFILE



DJUSD

DAVIS JOINT UNIFIED
SCHOOL DISTRICT