

CLAGUE MIDDLE SCHOOL

2016-2017 School Statistics

Community: Suburban- Population 16,815

Enrollment: 688
Grade Levels: 6th-8th
School Schedule: 7 Period Day

Student Demographics

- 41% Caucasian
- 33% Asian
- 12% African American
- 10% Multi Ethnic
- 3% Hispanic
- <1% Native America
- 15% Free/Reduced Lunch
- 9% Special Education
- 6% English Learners

Michigan Top To Bottom Rankings, Clague is ranked in the 97%



Designated in 2017

School: Clague Middle School
District: Ann Arbor Public Schools
County: Washtenaw
State: Michigan
Principal: Ché Carter
Street Address: 2616 Nixon Road
Ann Arbor, Michigan 48105
Phone/Fax: (734) 994-1976 / (734) 994-1645
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School Web Site: <http://www.a2schools.org/Clague>

School Characteristics and Replicable Practices

Academic Excellence

- Assessment Literacy model implemented. Assessment literacy model guides teachers in the use of formative assessment to guide instruction and assessment.
- Student friendly learning targets from the State Content standards.
- Elective opportunities in Art, Band, Orchestra, Choir, Project Lead The Way and World Drumming.
- Clearly communicating student progress by moving toward standards based grade book.
- Learning Targets (LT) posted in classrooms. Teachers use the LTs for grading in the Assessment Literacy Program.
- “No Barriers” program provides students with extended learning opportunities.
- A2 Virtual, all students are offered the opportunity to take 2 additional online classes.
- Staff PD/Meetings. (District, PLC Time).
- “Delta Math” screener, given three times per year help identify students who need targeted math support. Two sections of math lab are offered to each grade level (6 sections total).
- Project Healthy School Initiative partnership with the University of Michigan. In the cafeteria information regarding herbs usage, growing information and pairing with foods.
- Word Generation Academic vocabulary and vocabulary instruction throughout the Language Arts

“It is the mission of the Middle School Community to create a positive, safe success oriented learning environment designed to meet the unique and challenging individual needs of all our students”

rooms, and in music classes.

Schools to Watch – Clague Middle School

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Developmental Responsiveness

- School-wide system of behavior expectations that include the establishment of clear and consistent school expectations for behavior, a comprehensive plan for teaching and reinforcing those expectations, a system of predictable consequences, and a system for positive student recognition when the expectations are met.
- 8th grade advisory student group monthly meetings with administration to share in decision-making.
- Advisory class primary purposes are: Personal and social development, successful adjustment to school and encouragement, support, and assistance to the students in the advisory group, lead “Cougar Time” activities to build students’ social emotional skills.
- School Counselors provide a comprehensive school-counseling program for students in the middle grades. The school counselor coordinates activities to address the needs of the students; consults and collaborates with teachers, staff, and parents or guardians to support student success; and supports other middle school educational programs consistent with the school counselor management agreement.
- Ashley Clague Leaders and Service Core: Encourages collaboration between Clague middle school students and our local, national, and global communities. Through this program we promote service learning, leadership, community involvement, and global citizenship. Students learn the importance of servant leadership and its impact on social change and healthy communities. Students interested in developing a service project are encouraged to complete a project proposal. All projects must be approved by administration.
- PTSO organization supports the school mission.
- Green Schools Status “Evergreen” Rating: To earn a Michigan Green School designation, schools must do at least 2 activities in each of the four categories listed below and have their application approved by their county coordinator. Reduce/Reuse/Recycle/Use of Renewable Resources at School; Category II: Energy; Category III: Environment; Category IV: Miscellaneous Projects.
- Block Out Cancer Relay For Mott University of Michigan Hospitals: Staff and volunteers walk with students and supervise the walking/running course.
- Career & Ability Awareness Day: Students learn about many different careers, directed by knowledge of personal characteristics, interests, aptitudes, and skills; awareness of and respect for the diversity of the world of work; understanding of the relationship between school performance and future choice; and development of a positive attitude toward work.
- Clague Week of Service: In honor of Earth Day each year Clague students engage in a day of service activity held during the third week of April.
- Common Sense Digital Citizenship: Clague Middle School had the honor of becoming one of the first Commonsense Media Digital Citizenship Certified schools in the Ann Arbor Public School District. Clague became a certified school in 2015-2017 for our school’s dedication to teaching young people how to be safe, responsible digital citizens.
- Project Healthy Schools Initiative: Ten lessons are presented once a week and are taught by community volunteers with the assistance of Clague advisory teachers. Lessons include topics about healthy eating and physical activity. Our activities always include fun, physical activities and messages about eating well and avoiding unhealthy choices like tobacco. In partnership with the University of Michigan Hospitals.
- A2 Unified Day: A celebration of the work throughout the district focused on bringing peer to peer opportunities to our students with disabilities, to build meaningful relationships, honor diversity, and

- showcase athletic skills. Unified Sports pairs one student with a disability with one general education peer.
- Project Unify: Special Olympics Project UNIFY® is a youth-centered, school-focused initiative that brings students with and without intellectual disabilities together through education, sports and youth leadership to provide them with the knowledge, attitudes and skill necessary to create and sustain school communities that promote acceptance, respect and human dignity.
 - Walk Bike to School Day: International Walk to School Day is a global event that involves communities from more than 40 countries walking and biking to school on the same day.
 - Advisory Beach Volleyball: Annual Beach Volleyball Tournament. Games will begin the first week of February. Each year, grade level advisory classes compete in a friendly competition for a chance to play in the final game versus the teachers.
 - Clague provides age-appropriate, co-curricular activities to foster social skills and character, and to develop interests beyond the classroom environment.
 - Sports: Intramurals - The Intramural program is designed to give 6th grade students a sport experience. Basic skills and good sportsmanship are stressed.
 - Sports: Interscholastic - The Interscholastic program is for 7th and 8th graders only. Players are expected to be at all practices and games.
 - Club Offerings: Academic Games (AG), Anti Bullying, Chess, Debate, Gaming, Math counts, Music Practice, Peer Mentoring, Robotics, Running and Youth In Government (YMCA).
 - Musical Instruments: Instruments will be provided by the school and include: viola, cello, string bass, oboe, bassoon, bass clarinet, tenor and baritone saxophone, French horn, baritone tuba, and large percussion. Instruments students need to provide include: violin, flute, clarinet, alto saxophone, cornet, trumpet, trombone, percussion sticks and mallets. For those students who qualify for free or reduced price lunch, the district maintains a limited inventory of these smaller instruments for free use.
 - Supplies: All textbooks, Agenda Planners, and materials are provided to the students free of charge. There are no fees or assessments in Ann Arbor middle schools.
 - Online communications with parents to support students by teacher, team and building wide via websites, bulletins and Principal Updates.
 - Parent Teacher Organization meets regularly and is actively involved in school events throughout the year.
 - Achievement Team (Counselor team, School Social Worker, Intervention Specialist and Administrative team work interactively and intricately with teacher teams to meet the needs of all students.
 - Weekly Cougar Pride drawing to support positive behavior choices.
 - All 8th grade Washington D.C. overnight trip.

Social Equity

- Academic Grading Philosophy is to...Report achievement distinctly to communicate more clearly about learning, Focus instruction on key rigorous learning goals, Provide feedback to students based on learning goals, Build assessments based on reporting topics and with greater rigor, Support differentiated timelines for learning and make assessments more formative.
- Harmony Week represents a week for our school to reflect on and celebrate Dr. Martin Luther King's legacy of Social Justice and his success to move our country closer to a racially harmonious nation and society built on a rich diversity of culture and heritage. Harmony Week students are encouraged to participate in activities that exemplify Dr. King's courageous leadership and vision of a more inclusive world. Our goal is to teach students the importance of maintaining racial and religious harmony in our multicultural and multiethnic society. Their participation in the Culture Box/Bag project digital activity will provide students with the opportunity to share their respective traditional foods, customs, celebrations, and artifacts. We will challenge students to engage in conversations and be open to multiple

perspectives as we live out the meaning of Dr. King's legacy.

- Mix It Up Day: A national campaign launched by Teaching Tolerance over a decade ago, Mix It Up at Lunch Day encourages students to identify, question, and cross social boundaries. In surveys, students have identified the cafeteria as the place where divisions are most clearly drawn. So on one day—October 25th this school year—we ask students to move out of their comfort zones and connect with someone new over lunch. It's a simple act with profound implications. Studies have shown that interactions across group lines can help reduce prejudice. When students interact with those who are different from them, biases and misperceptions can fall away.
- Developmental Designs for Middle School (DDMS) approach offers an array of strategies designed to keep young people safe, connected, responsible, and engaged in learning. Developmental Designs is based on research and the belief that healthy, enjoyable relationships are the foundation for success in school. In order to establish and maintain those relationships, teachers must know their students, students must come to know and appreciate each other, clear parameters for acceptable behavior must be drawn and consistently maintained, and learning must be active, exploratory, relevant, and varied. At Clague we refer this as "Cougar Time". During the advisory period we seek opportunities to expand our students and staff perspective through weekly thematic activities.
- "Thoughts on Equity": Each week Clague staff are provided with professional readings, videos and anecdotes as how to be more culturally proficient. Previous training by the Pacific Education Group, Courageous Conversation prepared us to engage in difficult conversations.
- "Equity Team". The purpose of this team is to design and deliver professional development activities that support school-wide equity transformation and sustain equity work through collaborative action research. This group meets monthly.
- Customer Service Plan includes purposeful deliberate actions on behalf of Clague team members to ensure that the organization is exceeding the needs of each customer as it relates to their individual need in their time of need while being mindful of the organizational integrity. Schools, like many entities (government, health care, charities) have multiple constituencies. This does not mean that the basic principles of customer service cannot be applied. Even in a totally for-profit entity who is about selling a product to the public, there are internal and external customers whose needs must be considered. We explicitly focus on the following... Effective Communication, Building Appearance, Walk Ins and Visitors, Challenging Customers, Guide for Phone Calls, Guide for Email responses, Tips and Hints Body Language/ Tone of Voice and Cultural proficiency.

Organizational Support

- The Clague leadership team conducts data Analysis: Demonstrate accountability through the use of student achievement and achievement related data for program modification and continuous improvement. This is evidenced through Achievement Team (A Team) meeting notes: The purpose of the A-Team is to provide for the collaboration of parents/guardians, teachers, resource personnel, administrators, and students in evaluating the strengths and needs of students having academic, attendance, or behavioral difficulties, and in identifying strategies and programs that may assist the students. This team develops intervention strategies to assist the student.
- The Ann Arbor Public School expanded and enhanced its curriculum oversight by increasing the number of highly expert curriculum coordinators K-12. These curriculum leaders continue to meet with teams of teachers to develop curriculum maps which will be shared with the public in an incremental manner begin in January, 2017 using the electronic repository, Atlas Rubicon. These curriculum maps represent the horizontal and vertical scope and sequence of curriculum implementation in the district.

- The curriculum leaders engage teacher leadership teams when developing and sharing professional development training for all staff on the first Wednesday of each month as is contractually required for all staff and additional training and/or coaching throughout each month for in content specific training.
- Training and support for administrative leaders occurs most frequently during monthly level council and instructional council meetings.
- Professional development and resource allocation reflects the priorities outlined in the district school improvement plan. Resource allocation is differentiated for schools depending upon need per guidelines in our federal grants and Title I regulations.
- The school is not an island unto itself; it is a part of a larger educational system (i.e., districts, networks and community partnerships). Clague holds itself accountable for student success. All staff regularly use formative assessments to assess student learning as well as to inform and adapt teaching practices to improve student learning. On a daily basis, teachers employ a variety of methods to check for student understanding, including question and answer discussions, exit slips, thumb voting responses, practice problems, and short application practice. On a weekly basis, teachers use quizzes, short writing assignments, laboratory reports, lab-technique activities, reading guides, and active reading note checks. The results also allow teachers to adapt short- and long term plans to include re-teaching, revisiting skills and information, and otherwise adjusting the course curriculum to meet students' needs. Teachers improve their instructional practices by using student achievement data from a variety of formative and summative assessments.
- Expanded Project Lead the Way training and implementation in all elementary, middle and high schools.
- Expanded CTE (Career Technical Education) programs and licensing options for students.
- Blended Learning program development due to a partnership with Michigan Virtual University.
- Partnerships with local colleges and universities to support teacher education programs and preservice teachers from the following higher education institutions. University of Michigan, Eastern Michigan University, Concordia University, Washtenaw Community College. Additionally, our students participate in college tours and access the many arts and STEM opportunities at the local universities. FEMMES (Females, Excelling, More in Math, Engineering and Science) hosts two types of activities for girls in 4th through 6th grade. **Saturday Science Capstone events** are free programs held twice annually on the University of Michigan's (U of M) campus college students provide tutoring support for our homework club. Participation in Social Justice symposium. Ann Arbor has a plethora of resources that allow our students to engage in incredible experiential learning. Our 8th grade students participate in overnight field trips to Washington D.C., and World Language field trips for both Spanish and French. Our students have access to Art Education through our partnership with UMS (University Musical Society) <http://ums.org/>.
- Partnerships with the University of Michigan which includes the Ann Arbor Languages Partnership (A2LP), Teaching and Learning Collaborative (Mitchell/ Scarlett Partnership), Rising Scholars Program, Depression Awareness and Suicide Prevention.
- Early College Alliance, and K-12 International Baccalaureate Diploma Program; dual enrollment with Washtenaw Community College, Eastern Michigan University, and The University of Michigan.
- The school includes families and community members in setting and supporting the school's trajectory toward high performance and opportunities for extra help.