

SCHOOLS TO WATCH

VISITOR'S GUIDE

Ivan Ludington Magnet Middle School



Designated in March 2008

Middle School: Ivan Ludington Magnet Middle School
District: Detroit Public Schools
County: Wayne
State: Michigan
Principal: Alora Comer-Maxwell
School Address: 19355 Edinborough Detroit, MI 48219
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School Website: www.detroit.k12.mi.us

2005-07 School Statistics

(Source: Michigan Department of Education Office of Educational Assessment & Accountability
www.oaaa.state.mi.us)

Community: Urban
Enrollment: 612 Students
Grade Levels: 5th – 8th grade
School Schedule: Flex

Student Demographics

99.8% African American
0.2% Native American
48.0% Free/Reduced Lunch

2005 AYP: MET
2006 AYP: MET
2007 AYP: MET

School Characteristics and Replicable Practices

Academic Excellence

Consistent expectations are emphasized through:

- Parent Orientations
- LSCO Meetings
- Parent Workshops
- Monthly Newsletters
- Class Syllabus
- Project Rubrics
- Staff Meetings
- Hall banners
- Honor Roll
- Showcases (student profiles posted)

High academic standards are emphasized through:

- Curriculum aligned with state and district standards
- Syllabus distributed within all academic/content areas
- Goals/Objectives are prevalent throughout instruction
- Data Driven Instruction
- Differentiated Instruction within Lesson Plan

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Academic Excellence *(continued)*

Our curriculum incorporates:

- Across curriculum discipline
- Fundamental writing strategies and requirements
- Critical Analysis
- Vocabulary Building
- Content/Grade Level Team Meetings to develop instructional planning
- Group designed building level action plans to meet the needs of the next customer

Varied instructional strategies includes:

- Direct Instruction
- Cooperative Learning
- Team Teaching
- Peer Tutoring
- Hands on Learning
- Real World Learning
- Project-based Learning
- Integrated Technology

Assessment methods include:

- Data Driven Instructions
- Formal and Informal data to monitor and assess student progress
- School wide alignment of technological management system

Creative curriculum structuring includes:

- Flex Rotation Schedule
- Inquiry Based Learning Experiences
- Accelerated programs w/enrichment support
- Looping support within the counseling department

Rigorous standards are sustained through:

- Quality Evaluation and Assessment
- Tutorial Enrichment through teachers, business partners and on-line support

Collaborative efforts are supported through:

- Formal/informal weekly grade/content area team meetings
- Common preparation periods
- Promotion of on/off site professional development

Developmental Responsiveness

The school community values a collaborative team approach to learning with:

- Grade level teams
- Counselors that loop w/students to follow them through the entire four year program
- Extracurricular activities
- UAW Ford Mentor Sponsors
- Conference Teachers assess on-going needs of students

The welfare of the child is promoted throughout the school community by:

- Students with special circumstances referred to counselors, school social worker
- Comprehensive counseling outreach services

Multifaceted curriculum is varied to include:

- Inquiry and project based learning activities and instruction
- Mandatory school wide science fair projects
- Poetry/writing contest
- 7 Habits of Highly Effective Teens
- Yearly drama/stage productions
- School wide implementation of the organizational planner

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Developmental Responsiveness *(continued)*

Program to enhanced social and career interest:

- Vision Club
- Round Table w/Detroit Rotary Club
- Male/Female Responsibility classes
- Multicultural program w/ Greenfield Village

Cross curricular instruction includes:

- Using grade/content area meetings to coordinate thematic lesson planning, activities and projects

Character building and development is provided through:

- MET-Michigan Educational Technology Standards Assessment
- EDP-Educational Development Plan
- Grade level learning communities, i.e., (grade level teams)
- Students are encouraged to engage in programs that develop leadership experiences
- Male /Female Responsibility classes

Student participation in the decision making process is evident in:

- Grade level assemblies
- Open door policy for students, staff, and parents
- All students have a say in the school 's practices and policies
- Student Council
- School Improvement Plan

Parent and community support is evident in:

- LSCO meetings
- Site-based Management meetings
- Men's Club Meetings
- Parent Volunteers
- Parent Teacher Conferences
- Student Activities and Events

Students engage in community outreach through various departments:

- Sierra Leone Project
- Visiting nursing home residents
- Holiday gift baskets
- Asthma Project
- Pennies for Leukemia
- Recycling Project
- Greening of Detroit

Male and female as well as multi age/skill level participation includes:

- Academic Games
- Chess Club
- Performing Arts activities
- Sports activities
- Newspaper
- Yearbook

Social Equity

All students have an equitable opportunity to participate within all aspects of the school community:

- Mainstream Special Education students
- All students receive support services
- All students participate in the selection of their electives

Varied instructional opportunities and experiences are available; all students learning styles are considered during instructional planning and adapted to accommodate student needs.

The continual review of data influences instructional practices in order to monitor and adjust to meet student needs.

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Social Equity *(continued)*

The continual review of data influences instructional practices in order to monitor and adjust to meet student needs.

All regular and special education students have equal access to participate in courses and activities of their interests.

Multicultural materials and literature are used within thematic study, i.e., ethnic and cultural diversity is recognized through school wide programs and learning activities.

Administration, instructional and support staff positively interact to foster a supportive community for every student:

- Student Recognition Program
- Student Birthday Recognition Program
- Student of the Month recognition board

Students are recognized through a variety of programs:

- Team building
- School Pride- grade level reward system
- Student Birthday Recognition Program
- Student of the Month recognition board

School embraces cultural diversity through:

- Cultural and Ethnic recognitions
- Family night
- Noel night
- Yearly pot luck

A key aspect of student success is based on clear cut expectations outlined by:

- Parent Orientations
- Open House
- Monthly Newsletter
- Uniformed school and classroom rules
- Communications through student planner
- Quarterly pro-active academic and behavioral intervention
- District Student Code of Conduct

District wide mandated Demographic Management System

- AS 400 Management System

Organizational Support

The school's vision and mission statements promote the pervasive belief that all students have intrinsic worth and potential to achieve at high levels.

Upon acceptance to the school, parents and students commit to our shared vision and philosophy

As the instructional leader:

- Principal sets the tone and communicates the vision
- Under the leadership of the principal w/ the support of the staff and community, the principal works with all to plan, formulate, and implement school policies to ensure stakeholder concerns are met

Within the school community:

- Teachers and administrators are committed to evaluating student achievement through home, school, and community collaboration
- Students are engaged in challenging and purposeful learning in a data driven, real world application environment
- On-going Analysis of student data to optimize instruction

Administration encourages:

- In school professional development
- District level professional development
- Out of district professional development
- Peer mentoring and support

Ludington Middle School is part of a regional constellation within the Detroit Public Schools System:

- School and District work collaboratively to prepare each student to function successfully within an interdependent society

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Organizational Support *(continued)*

Our management system incorporates:

- Data Driven/Differentiated instruction
- Performance management system consists of:
 - Data Analysis
 - Curriculum Application
 - Instructional and support implementation
 - Monitor and re-evaluate best practices

Collaboration throughout school entities:

- Administration
- Instructional
- Support
- Community

Within the school community:

- Mentoring programs
- Student/Teaching programs
- Student field trips to colleges and universities

The school embraces its community and business partners to help foster and cultivate an environment conducive to high student achievement, academic excellence, and support the positive development and welfare of the whole child.