

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [X] Choice

Name of Principal Ms. Marci Tuzinsky

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Community High School

(As it should appear in the official records)

School Mailing Address 401 North Division Street

(If address is P.O. Box, also include street address.)

Ann Arbor MI 48104-1442
City State Zip Code+4 (9 digits total)

County Washtenaw County

Telephone (734) 994-2025

Fax (734) 994-0042

Web site/URL

https://www.a2schools.org/commun
ity

E-mail tuzinsky@aaps.k12.mi.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Jeanice Swift

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail swift@a2school.org

District Name Ann Arbor Public Schools Tel. (734) 994-2200

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Ms. Harmony Mitchell
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 22 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 5 High schools
 - 0 K-12 schools
- 32 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	58	73	131
10	61	70	131
11	64	72	136
12 or higher	52	74	126
Total Students	235	289	524

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 5 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 74 % White
 - 14 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: <1%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1, 2017	527
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

6. English Language Learners (ELL) in the school: 0%
1 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
German

7. Students eligible for free/reduced-priced meals: 12%
Total number students who qualify: 63

8. Students receiving special education services: 12 %
62 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>9</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>25</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>17</u> Specific Learning Disability |
| <u>10</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 5
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	28
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	93%	93%	93%	93%	93%
High school graduation rate	95%	97%	95%	96%	96%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

Post-Secondary Status	
Graduating class size	120
Enrolled in a 4-year college or university	82%
Enrolled in a community college	11%
Enrolled in career/technical training program	2%
Found employment	4%
Joined the military or other public service	1%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

To develop independent learners who practice personal and social responsibility, build genuine relationships, and utilize the entire community as a resource for study.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Community High School utilizes a double-blind random lottery without entrance requirements to select our 9th grade class every spring from applicants across our entire district. Students selected through the lottery remain at Community until they graduate.

PART III – SUMMARY

Community High School is located in Ann Arbor, Michigan (population 121,477), which is an important scientific, medical, technology, and industrial research community with strong appreciation for the arts and major influences from the University of Michigan and Eastern Michigan University. Ann Arbor is 40 miles from Detroit and is situated along the Huron River. It has both a vibrant, urban feel and a strong agrarian community. The Ann Arbor Public Schools have more than 18,000 students, maintain 32 school buildings, and support three comprehensive high schools and two alternative high schools, including Community High School (CHS).

Community High School was established in 1972 as an alternative to the traditional high school program for students who did not fit the mold, with an emphasis on independence, quirky classes, community learning opportunities, and relationships. We have maintained the best parts of that original vision, but have increased our academic relevance and rigor over the past 25 years. As such, Community has remained the “alternative” to a traditional high school experience and serves students of various backgrounds and achievement levels from across the district. The name “Community” is not just the name of our school; Community High School is built on the idea that we want our students learning from, giving back to, and becoming a part of their community. Building relationships in and outside of our school helps students find purpose, a sense of belonging, and value as complete individuals, where growing socially, emotionally, and culturally is just as important as growing academically.

Whenever possible, we try to have learning experiences be authentic and connected to our community. One of the most obvious examples of this is our Community Resource (CR) program, where students have the opportunity to create CR courses for high school credit that meet outside of school with an expert in the community around unique subjects or learning experiences. But even within our more traditional in-building classes, it is typical to have guest speakers from the community and to have classes leave the building for parts of their lesson. Our partnerships in the community extend to the University of Michigan, UM hospital, local businesses, local government, and youth centers. Forum is another place where we have the opportunity to model and teach students what it means to be part of a community. Even before entering school in ninth grade, relationships among multi-aged students and teachers have been established within Forum. Each Forum has roughly 26 students across all grades that stay together with the same Forum Leader while at Community. Forum leaders create a sense of belonging and community through Forum activities and become liaisons between students, parents, teachers, administration, and the community. Many of our school traditions provide opportunities to strengthen the community within each Forum, within the school, and within the larger community. On our Not School As Usual (NSAU) days, the whole school does something instead of holding regularly scheduled classes on several days of the year. Students participate in our NSAU days with their Forums to celebrate the various cultures within our school and our world, perform community service projects, play and compete among Forums at Field Day, raise money for local charities such as Food Gatherers, take advantage of opportunities in our community to grow culturally or promote social justice, and also reinforce bonds among Forum students with semi-annual Forum trips.

Each classroom experience is also an opportunity to be part of a community. Our students are offered a wide range of courses that meet three times a week, twice for 100-minute blocks and once for 55-minutes. Community High School does not track students or offer courses at different ability levels. For example, we do not offer any accelerated or advanced placement classes at our building because we believe that all students should benefit from a rich and rigorous curriculum that is engaging, interesting, and relevant. This means that our teachers are masterful differentiators, ensuring that all students can access the curriculum and be challenged. We establish a sense of belonging in each class through relationships and a sense of community, not based on their ability level or grade level. Students also have the opportunity to take classes at one of the district’s large comprehensive high schools, and students from those schools can select classes at Community. Our extensive public transit system in Ann Arbor makes it possible for students to have this option. By giving students ownership and choice in their education within a supportive school community, our students are able to flourish academically. They do this while operating in a school without bells, with an open campus, no hall passes, free periods without classes, and where students call their teachers by their

first name. Our school is based on relationships, trust, student voice, a sense of community, and a sincere desire to learn together.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Community's English Language and Literature curriculum has its historical roots in fueling student passions and building a lifelong love of reading.

All students lay the groundwork for their English studies in Introduction to Literature the first semester of their freshman year. After developing core analytical reading and essay writing skills, students have a choice of over thirty different rotating English electives that draw from a wellspring of voices, genres, and mediums. From Harlem Renaissance Literature to Fantasy Literature, from Journalism to Graphic Novels, our English department seeks to engage students where they stand. One of the core objectives of our approach is to expose younger students to a more nuanced level of conversation by having multi-grade level classrooms. Whether through inner-outer circle, socratic seminar, online discussions mediated through Google classroom, or in-class discussion in small groups, our curriculum models to younger students an academic rigor to strive for.

Our curriculum is aligned with ELA Common Core standards. Our district has crafted these guidelines to develop skills in reading, writing, research, analysis, speaking, and listening while also forging intrinsic motivation to respond and reflect. We actively prepare students for university-level rigor in our coursework, but also seek to guide students' individual, creative voices.

Students not only find representation and reflection within a diverse series of texts but also the opportunity to hone their own voice through varied student publications. Our nationally ranked Communicator magazine is published and sold throughout the city and investigates the stories happening in our own backyard. Our student poets and fiction writers read at book shops, like our recent featured reading at Literati, and cafés across Ann Arbor. Their work is published at school and sold around the city. These deep, local opportunities serve to give students genuine experiences in the field they might later pursue.

1b. Mathematics:

Our mathematics curriculum is organized around the State of Michigan 's Common Core Mathematics Standards and the best teaching practices recommended by the National Council of Teachers of Mathematics. Our goal as teachers is to develop a challenging curriculum that engages all students and prepares them for collegiate and career pathways.. Because our classes are not tracked, we employ a variety of teaching strategies to engage all our students.

Our Algebra 1 instructional strategy is based on a tiered instructional process that continuously spirals through the curriculum in order to reinforce the core principles and develop more advanced concepts. The Geometry curriculum is built around the ability to read and interpret a problem, visualizing, building inference skills, and finding appropriate solutions. The Algebra 2 curriculum follows a functional approach giving students an in depth look at the family of functions as well as their key components. These concepts are reinforced as students explore a range of concepts ranging from Statistics to Trigonometry. The Precalculus curriculum builds on this functional approach to prepare for Calculus. Our Calculus class follows Advanced Placement curriculum, though we differentiate the material to accommodate our students' range of skills and interest. The Finance, Statistics and Decision-Making curricula address consumer finance, statistics and content from operations research and industrial engineering using decision-making tools with the intent to reinforce standard mathematics concepts via real-world problems.

Our Engineering and Computer Science program allows students an opportunity to apply the math and science concepts they have learned to tackle problems and explore career options. Students use the Java, Python, and Swift programming languages as well as industry standard design software and robotics equipment to solve real world problems and get hands-on experience.

In conjunction with the Community Resource department, the Math department takes advantage of our close proximity to the University of Michigan by encouraging and facilitating enrollment in advanced mathematics courses, challenging students to strive towards the next level.

1c. Science:

Our science curriculum, Foundations of Science (FOS), is a challenging, college preparatory sequence of classes taught over three years that all of our students take. Developed in collaboration with the University of Michigan School of Education, with funding from the National Science Foundation, the FOS curriculum integrates subject material from Earth Science, Chemistry, Biology and Physics, as identified in the Michigan Science Standards (MSS-NGSS). The content is presented in thematic, relevant, and project-based units that students build on from year to year and are representative of how science works in the real world.

An example of how this would look in a Freshman course, for example, would be in our first unit where students ask the question, “Is Traver Creek Healthy?” Students visit this local tributary of the larger Huron River to study its biological, chemical and physical aspects. After collecting and analyzing their data, students share their findings with a local non-profit agency, the Huron River Watershed Council, and develop recommendations as to how local residents can help improve the health of the creekshed. This example shows how our curriculum engages students in real-world science that is local and relevant. We prepare students for a more independent college environment or work experience by challenging them in designing experiments that answer important scientific questions.

In addition to the FOS curriculum, our seniors are offered several other science electives, as we encourage all students to take four years of science. Classes offered include Forensics, Resource Ecology and Management, and Physics, which is a flipped classroom that includes clear, concise videos to teach content. This “Flipping Physics” curriculum is one of the most downloaded and used series of teaching videos on the internet. We also have many students who pursue college-level science classes as part of our Community Resource program.

1d. Social studies/history/civic learning and engagement

The Social Studies department is comprised of a passionate staff and has a long-standing commitment to social justice. Part of what makes our faculty so passionate and effective is our ability to develop our curriculum in each course over multiple years. We have been encouraged to become master teachers in our subject areas. Our administration, PTSO and librarian also ensure that we have the resources and opportunity to continually develop our curricula, whether it is through professional development or adoption of new texts and materials.

At Community, the Social Studies academic courses are not tracked; all ages and grade levels are welcome in every course. We find that this raises the level of discourse and deepens the experience for all. We offer not only the required classes of Economics, Government, US History and World History, which cover all state standards and benchmarks, but also a diverse set of electives, including Peace Studies, Native Studies, Gender Studies, Law, Mock Trial, and Leadership in Social Justice and Diversity. We do not offer Advanced Placement courses. Beyond the classes offered in our building, we support students seeking further academic challenge via Community Resource classes, college coursework, and clubs.

In order to prepare students to succeed in a rapidly changing global society, we focus on developing life skills such as problem solving, critical thinking, and collaboration. Rather than focusing on standardized tests we incorporate authentic assessments into our classes that include independent and collaborative research, projects, simulations, and oral history projects. In particular, our oral history projects in US History give students the opportunity to interview a family member or loved one in order to foster and deepen connections between historical phenomena and visceral personal experiences.

1e. For secondary schools:

The counseling department uses the ASCA National Model to ensure college and career readiness for all students. We have over 100 college representatives visit each year for our students to meet. In Forum, students use Naviance to explore career and college options. Teacher's across all of the core curriculum bring in professionals throughout the year exposing students to an array of career opportunities. As a result, many of our students build relationships with local professionals and find employment and internship opportunities. Additionally, our exceptional test scores demonstrate that our curriculum prepares students for whatever route they might pursue.

1f. For schools that offer preschool for three- and four-year old students:

2. Other Curriculum Areas:

Graduation requirements include 1.0 credits in the arts, but many students take far more in their years at Community. Arts classes are offered to all grade levels. All classes work within the frameworks of national and state standards.

The Community High Visual Arts Department promotes critical thinking while students explore their creative ideas and enhance their skills and techniques in various genres. Roughly 120 students are enrolled in visual arts classes each semester. The diverse disciplines offered include ceramics, drawing, painting, sculpture, graphic design, and both digital and film photography. Community is connected to local businesses and exhibition venues to exhibit student work. There is a strong commitment to preparing students to work in Design and Arts related collegiate programs if desired. Such students take the Advanced Art and Portfolio course to both ready themselves and display their creations and productivity to colleges. Students are regularly recognized in regional and national competitions.

Theatrical arts are explored in the curriculum with acting and theater production courses. Direct instruction is provided in acting to grow student ability in stage expression, breadth, variety, interpretation, and technique. In the production course, in-depth study focuses on the physical world of theater. This includes set design, prop production, costume design, lighting, sound, and construction. These classes most often feed into Community Ensemble Theater, which is an after-school, not-for-credit series of musicals, comedies, and dramatic productions. About 50 take students take acting or theater each semester, and around 80 are involved in the school productions.

Providing performance-based, real-world experience is central to the internationally-recognized CHS Jazz Program's objectives. Upon grasping the fundamentals needed to improvise, stylize, and navigate small group dynamics, students are placed into one of six jazz combos that share 60-90 program-organized gigs each year, including jazz festivals, concerts, club-dates, receptions, fundraisers, and recording sessions. While bringing its members to the community, the program also hosts world-class musicians from the local and global community to work with the students right in the building as part of the CHS Jazz Guest Artist Series. CHS has hosted five Grammy winners, several nominees, and over 120 professionals since 2008. Students wishing to pursue classical music studies can do so by split-enrolling to the other high schools. Each semester, we have about 80 students enrolled in jazz.

Community offers American Sign Language, French, Latin, and Spanish in-building while facilitating enrollment in additional languages and levels via other means (The CR Department and Split-Enrolling). District expectation is that students will take two years of the same language and leave level 2 with at least a Novice High level of proficiency. Many students start a language in elementary school and come to our program at level 2 or higher. Levels 1 through 4 are offered in all but American Sign Language in which levels 1 through 3 are offered. Level 4 students are expected to achieve at least an Intermediate Mid proficiency level. The department shares a dedication to broadening the perspectives of our students and helping them to become contributing global citizens through linguistic and cultural competence. These programs are proficiency-driven and emphasize the importance of authentic resources and purposeful communication. All languages provide opportunities for community connection through excursions and language exchanges. Language teaching at Community has the dual objective of making the world feel both

smaller through global connection and bigger through exposure to ideas.

Community High models a wellness approach to education. CHS recognizes that success in academics often depends on the practice of moving one's body and respecting health. This is facilitated with inclusive, encouraging approaches in a variety of Physical Education and Health/Wellness classes that focus on personal lifelong fitness and health. Students work out vigorously with crossfit, yoga, and weightlifting, train for semi-annual races, and learn wellness skills to help them take charge of their lives. Respecting students where they are and steering clear of fear-based curriculum, CHS's students embrace their own well-being. Data indicate that students in these classes sleep better, feel better about themselves, and experience true accomplishment. Many students go on to take the Advanced Health/Public Health Policy elective course, which draws on the rich resources available through the University of Michigan and many guest speakers to explore solutions to public health problems.

The Community Resource Department awards high school credit for learning experiences in the greater community. AAPS certified teachers approve each individualized course syllabus with learning objectives aligned to state standards. These are taught by experts in countless fields. Each year approximately 400 students in grades 9-12 take advantage of the abundance of resources the Ann Arbor area offers.

Many technology resources are available to all students and staff in this technology-rich district. Teachers are strongly encouraged to remain current with technological advances, and utilize technology across all curricular areas. Students have access to technology through our Media Center, 3 computer labs, 4 laptop carts, a cart of Chromebooks, an iPad cart, a PC laptop cart for CAD, video cameras, document cameras, a 3D printer, and Vex and First Robotics kits. Students create technology-based projects for classes using YouTube, PowerPoint, Keynote, iMovie, Google Classroom, Adobe Indesign, and countless other programs. Additionally, "the-communicator.org" is our award winning online newspaper, which involves students in all components of online production.

3. Special Populations:

At Community High School, we work together to ensure all students have the resources, opportunities, and supports they need to be successful in school. We recognize that equity does not mean everyone getting the same thing, but rather that all students get what they need. Student needs vary based on socioeconomic status, physical and developmental abilities, and many other factors.

We meet the diverse and individual needs of special student populations with a strong student support network that includes teachers, forum leaders, family members, special education teachers and assistants, counselors, social worker, school psychologist, nurse, community assistant, and administrators. Our first line of support is in the classroom. As a school that embraces a non-tracking approach and mixed-grade classes, differentiation is critical in creating our system. Whether they have a formal plan such as an IEP or 504 or just need something different to feel challenged and successful our teachers ensure that each student is met where they stand. For example, we provide alternate textbooks for many of our courses to make the readings accessible for students with a lower reading level, allowing them to learn the same material and fully participate in higher level class discussions and activities. Other ways teachers differentiate include providing multiple options for note taking, reducing the amount of work required to show mastery, or providing "Core/More/Soar" options so that students can choose the homework problem-set that fits their needs.

When supports are needed beyond the classroom, we have many programs in place to identify and connect students with the needed resources. Forum Leaders have a direct connection to 26 students. Forum leaders monitor academic achievement, emotional struggles, and behavioral concerns. Forum serves as a critical juncture of intervention and problem-solving with students and their families. Forum Leaders develop deep bonds with students, so they are able to effectively explore issues of performance and perform regularly scheduled follow-ups with students and teachers if concerns arise. Likewise, teachers consult with respective forum leaders when they have concerns about student performance or behavior. Forum leaders facilitate the development of plans to get students back on track and help hold students accountable.

Students requiring additional support are referred to our Care Team by their Forum Leader. Functioning as a Child Study Team, relevant stakeholders in the student's life are gathered together to create a Care Plan focused on short term solutions to guide the student through whatever struggle they are facing. Often the plan includes guidance to teachers for interventions in the classroom, a regular time for the student to touch base with an adult, and access to many of our other support services like Math Support, peer tutors, mentors, or sometimes a referral for a 504 plan or an evaluation for Special Education services. Special education programming and services are provided in our Individualized Learning Center (ILC) at Community, through academic support classes, teacher consultation, and via co-teaching in general education classes. Special educators partner with Forum leaders and bridge with classroom teachers, coordinating the implementation of required accommodations, differentiation of the curriculum, and provision of a safe, productive setting to focus on learning strategies, self-advocacy, and problem solving for our students to master the academic requirements.

At Community High School, many of our student and community organizations help provide supports to address additional needs of our students. A few examples of groups that provide ongoing supports are the Depression Awareness Group (DAG), Peer Facilitators, the Herd, and Cognitive Behavioral Therapy (CBT) groups. DAG works to increase awareness and destigmatize mental health issues and provides peer educators to mentor and support students in day-to-day interactions. Additionally, we have the Herd, our student group that is trained in Restorative Justice. Students in the Herd are trained to run conflict mediation circles, community building circles and also function as mentors for students who need some additional academic or social supports. Peer Facilitators are a group of students who provide mentoring, academic support, and tutoring within the classroom to aid student success. By allowing our students to help problem solve, we have found preemptive, peer-mediated intervention to be an effective support. CBT helps teach student groups strategies for dealing with their anxiety and/or depression. The CBT groups meet weekly and are facilitated by a pair of CHS staff members and a coach from the University of Michigan Department of Psychiatry, our partner in bringing this support into the building.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At the very core of our identity, we are a Community of students and staff, working on growing academically, emotionally and socially to be positive contributors within the world community. We are a school based on relationships, trust, student voice, and a sincere desire to learn within a rigorous curriculum. Because of this, it changes the climate for both the students and the faculty. Respect between all of our constituents has a major impact on our culture. Staff and students are on a first name basis to help diminish some of the traditional power structures and virtually all major school wide decisions include the voices of the students through Forum Council: a student government which includes two students from each Forum.

Our Forum leaders start acclimating students before they even enter high school through an organized transition day and a summer time Forum activity (e.g. BBQ at the teacher's house, a meeting at a park, etc). Our "Opening Day" ceremony starts the year off with a student designed/lead assembly with live music from our Jazz ensemble, poetry, fun skits to show students "how to be community high student". Our students start to develop the essential skills to be productive and responsible members of the community on day one.

We have an open campus with no bells, and we follow a block schedule. Students are given the trust and freedom to leave campus to study at a local coffee shop, get lunch, or just to take a walk. The expectation is that students will be in class on time, and they are responsible for managing their daily schedules. Students will have an open block at some point during the day, allowing for additional study time, time to meet with teachers, or time to walk to their college course at the University.

The emotional development of students is just as much a priority as their academic and social growth. We have a very active Depression Awareness Group (DAG). Mindfulness activities are taught in Forums throughout the year, and we run several Cognitive Behavior Therapy (CBT) groups for students seeking healthy coping strategies. We have recently trained a group of ten students, known as the Herd, in Restorative Practices to supplement the restorative climate set by our staff. Our school values that feed our building climate have been passed down through generations of staff, students, and parents, often in the form of storytelling that is similar to the way values are passed on in some cultures. Our hope is to continue this sense of ownership in the purpose and values of Community High for generations to come.

2. Engaging Families and Community:

Our holistic approach permeates school culture and improves our school by giving students intrinsic motivation to be active members of our community. Parents are invited to school events, including the following: coffee with the deans; monthly PTO meetings; NAAPID; NSAU Days; Forum Trips; Community Service Days; Jazz gigs in our community from a program that boasts the best high school jazz combo in the world. Our Jazz Program brings in 12-world class experts to conduct Jazz Master classes with our musicians. In addition, parents and community members are involved through our Community Resource Program, where parents and community members are teachers; Local History tours, which join older members of our community with students; running local races; over 20 leading experts present the Advanced Health Program. Students created a Service Club where they help people in our community. In our Social Studies department, students create Oral History Projects that capture moments in history that correlate to and enrich their text studies. At our MLK Day Assembly, expert Ms. Yodit Johnson presented our county's racial and economic inequalities. At our Not School As Usual Day in February we studied the deeper significance of Black Panther, which included an in-depth analysis by our film teacher, our graphic novels teacher, and a member of our school board. In addition, the jazz band played an hour-long set at the theatre featuring the work of African American jazz musicians, and we invited our local African American History Museum to collaborate and set up a walking museum in the lobby. Our BSU also hosts Soul Food Friday, which invites families to school. Mock Trial, which involves lawyers, social workers, and other professionals coaching students, is always one of the top teams in the state and ours is one of the few

schools that brings multiple teams to regional competitions. Our national award-winning magazine and website, The Communicator, writes about issues important to our community and interviews local and leading sources. Our Robotics Team brings parents and experts in to mentor students. Our Poetry Club brings in professional writers and guest speakers every Wednesday. Student writers also participate in citywide poetry slams, as well as reading at local bookstores. For 10 years, our school has raised funds for FoodGatherers, our local food bank. Students, staff, parents, and community members join together and have raised over \$419,000, which equates to 1,257,000 meals that we have put into our community.

3. Professional Development:

At our most recent staff meeting, there was a buffet of Turkish food: hummus, tzatziki, harissa dip, pita, tunisian salad. Music was playing on our counselor's laptop, and staff members danced into the room, filled plates, and greeted each other. A slideshow played on the projector at the front of the room; one of our beloved teachers, Elena, passed away at the end of December, and her artwork was playing as we were celebrating her for Women's History Month.

Our meeting began as all our meetings begin: in a circle. One of our teachers began the meeting by reading a letter from Elena's husband, Dave. In the letter, Dave thanked the staff at CHS for taking care of Elena and his family by providing food, company, and love. Elena loved working at CHS and she would often tell her students that their work was, "A+"; in his letter, Dave said that our staff was, "A+", and we were always welcome in his home. This is one example from this week of how well our staff takes care of each other.

Because we care for each other, we are able to grow together in this supportive environment. We can challenge each other and have meaningful discussions, because there is love and respect between us. We are encouraged to think about issues and trends that we see with our students, our profession, and pedagogy. Our professional development comes from requests from staff to bring in experts or from staff members sharing their expertise with colleagues. Some of the staff presentations include Motivational Interviewing, technology and Google Classroom, Writing Across the Curriculum, Data Analysis to help improve individual students, Restorative Justice in the classroom, Whole Child Curriculum Development for Forum, etc. In all of our professional development, we root our discussions in how it will help individual students. Due to our small size, we have the benefit of being able to have meaningful conversations about each student; we know our kids. When we have a student we are concerned about, we can easily gather with their current and past teachers and create a plan.

We have also had full day retreats where our staff meets off-campus. One of our professional development days included bringing in the co-founder of Zingerman's to lead us through a visioning session about our work as teachers. It led to deep discussions about the bigger picture of our work that were rooted in equality, compassion, and justice. Our staff meetings and our professional development are rooted in our belief that we are all developing as teachers and people; we embrace our constant state of growth as our students and their needs continue to change.

Our staff likes being together, which is why we are always up to the challenge of hard discussions and the hard work that follows. We know that there will always be food in the room and that we are amongst colleagues and friends who share the common goal of making our school a wonderful place to be.

4. School Leadership:

From inception, Community High School was built on the concept of engaging students in the learning process starting with shared decision-making. Today's leadership model is built on that initial belief, that students can and should be a part of both visioning for the school and working as leadership in the building.

The school is lead by a large group of stakeholders who contribute through a variety of groups. The students themselves have a leadership team, Forum Council, that works with the leadership team to help aid in decision-making by presenting ideas, developing plans for projects, and weighing in on large changes in the building processes. Students sit in on interviews, join team meetings, and create and promote their own

events, all with equal decision-making rights and responsibilities as adult staff. The building encourages this equality and mutual expectation of respect by including students' input in all areas of the school. Other teams in the building include the Dean, who has been in the building for 23 years, and Assistant Dean, the School Leadership Team (SLT) which is a blend of teachers, Forum Leaders, support staff and administration. Additionally, the Forum Leaders meet monthly as a group as well as the Department Chairs. We have an active CARE team, which is similar to a Child Study Team, and a strong PTSO who meets with building leadership to provide targeted teacher support for our classrooms.

The effects of allowing all stakeholders to be a part of the education of students has allowed the building to develop innovative practices that meet the needs of all learners. One of our schools cornerstones is our Community Resource (CR) program, where students can develop their own curriculum and use experts in the surrounding area to expand their educational experience. By allowing students to leave the constraints of the traditional classroom, and take the lead in their own learning, the CR program has provided expanded opportunities for students for almost 50 years. More recently, students and staff have been working on developing practices around Restorative Practices. Students took the lead in creating opportunities to problem-solve conflicts through the Herd, a group of students trained in facilitating Restorative Practices. Staff was then trained to support the students' efforts by learning shared language and practices that can be used in the classroom.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

While so many elements contribute to student success at Community and build upon our school's sense of identity, no element is as integral to our success as the relationships we create between our students and teachers, and our school and the larger community. Relationships guide every element of our pedagogy. From ensuring that our students succeed academically to inviting experts from the community to share their skills, relationships are the key to everything we do. Our Jazz instructor's relationships with Grammy-nominated artists help inspire our musicians to aim higher. Our Journalism teacher's connections to publishers and community leaders help our students find their voice and their story. Our Forum leaders help parents integrate into the culture of the school and give students a safe space and confidant. Our Art teachers facilitate arrangements with local businesses to grant students a space to express themselves. Our peer tutors tune their relationships with other students to destigmatize assistance in mathematics and writing. These relationships help build intrinsic motivation within students to learn and succeed.

However, the most critical way in which this commitment to relationships reveals itself is in the everyday relationships between teachers and students in the classroom. Our teachers commit everyday to inspiring students, creating dynamics guided by mutual respect, building spaces in which students can feel comfortable, and forging paths forward with appropriately differentiated curriculum. It's these relationships that truly engage students in the day in, day out journey of education. Without these bonds, our school would lack the color that makes it so unique.

These relationships are hard won and the proudest achievement of our staff. While difficult to detail and define, the best evidence of these relationships happens when students leave Community. At graduation, every student has a chance to speak: an echo of our dedication to equity. And every year, myriad student speeches sing the same song. Students are proud of their school and cannot but tell story after story of their relationships with their forum, their teachers, and the members of their community. The thing remembered, the thing beloved, is the relationships forged along the way. These skills pay dividends and are the rock upon which Community has established itself. While integrated technologies, international excursions, award-winning art programs, and a rigorous college-preparatory curriculum are important to us, the immeasurable value of relationships is what sets our school apart.