



Clara B. Ford Academy
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Clara B Ford Academy's mission is to engage our students with a multifaceted approach offering new beginnings aimed at recovery, change, and hope in a safe, trauma-informed environment that will enable them to function as contributing adults with twenty-first century skills.

December 8, 2020

Dear Student Advocates and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for the Clara B. Ford Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Yvonne McClean for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/2W6tXSJ>, or you may review a copy in the main office at your child's school.

For the 2019-20 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Clara B. Ford (CBF) is a strict discipline academy (SDA), chartered by Ferris State University; managed by CS Partners, providing educational services to the residents of Vista Maria. Essential to our mission is a commitment to work with key partners, including student, family (parents/guardians/Student Advocates), primary social serving agency, the community, and other educational and/or professional institutions. CBF is an innovative learning environment focusing on trauma-informed education philosophy and practices. We utilize alternatives to suspension interventions; we focus on helping students develop responsible behaviors as opposed to mere punitive consequences. Our goal is to assist in the treatment, healing, and education of Vista Maria's residents.

CBF has been participating in innovative, pioneer research on the implementation of trauma-informed practices to the educational field. The team has published over 12 articles in peer reviewed journals and presented its findings in over 20 conferences nationwide. Our work has been cited and used at the local, state, and national levels. Please visit our web page and <http://www.monarchroom-traumainformededucation.com/>

In the 2017-18 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). CBF was identified as a Comprehensive Support and Improvement (CSI) school. This means we have received additional support to help our students grow academically. State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Although CBF provides educational services for approximately 132 students; 233 students went through its doors during the 2018-19 school year; some have returned to Vista Maria after discharge. Students are court referred and live on campus. Only females who are or have been residents of the Vista Maria treatment facility may enroll in CBF.

In addition to our Trauma-informed approach, underlying CBF's philosophy and implementation strategies are reflected in Marzano, as well as, Lezotte's 7 Correlates for Effective schools:

1. Safe and orderly environment
2. Instructional leadership
3. Clear and focused mission
4. Climate of high expectations
5. Opportunity to learn and student time on task
6. Frequent monitoring of student progress
7. Home school-relations

CBF staff helps students develop and follow educational plans adapted specifically to their needs that will enable them to acquire the education and skills needed for successful transition into adulthood.

Since 2011, CBF has been involved in a Trauma-Informed Education Research Project that explores the impact of trauma on student learning. In so doing, we utilize Restorative Justice practices, Student Success Plans, Problem Solves, Social Emotional Learning curriculum, and sensory integration strategies to help students, with a history of trauma, regulate their emotions and behavior and provide alternatives to suspension strategies. We also realize that working with this population, staff are more susceptible to the negative effects of secondary trauma, compassion fatigue, and burnout. As a result we utilized our professional development opportunities to teach staff strategies to combat these effects and self-care throughout the day. (Over a dozen articles on our work have been published.)

At this time, CBF does not offer dual enrollments (post-secondary enrollments), nor college equivalent courses (AP/IB) in its Board approved curriculum.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

CBF strives to continuously improve its program and services. One means is through the School Improvement Planning (SIP) Team which is made up of staff members and Student Advocates. This team aligns the mission of the academy, with desired outcomes of CBF strategic planning and academic goals set forth by Ferris State University. Data analysis is used by the team to drive curriculum and instruction. A copy of the School Improvement Plan is available on the school's website or a hard copy can be obtained in the CBF's main office.

The SIP goals for 2019-20 are:

- Goal 1: Increase student achievement through student's presence and engagement in classroom instruction.
 - 84% of students will demonstrate increased engagement in their learning by spending 15 minutes or less in the Monarch Room by 06/12/2021.
- Goal 2: Development and integration of social emotional learning (SEL) and conative (soft) skills
 - 70% of students will demonstrate an increase in conative (soft) skills, as measured by a common, school wide student perception assessment, by 06/12/2021.
- Goal 3: Students will show an increase in reading comprehension skills.
 - 70% of students will show an increase in reading comprehension scores, as measured by a common assessment process, by 06/12/2021.
- Goal 4: Cultivate a positive, inclusive learning environment based on a foundation of collaboration, communication, critical thinking, and creativity.
 - 80% of perception surveys of all stakeholders will show positive perception of the school by 06/12/2021.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

At this time, Clara B. Ford Academy does not offer any specialized schools.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

At the heart of CBF's curriculum is, *state approved curriculums*, that aligns with the Michigan Department of Education Core Curriculum Content Standards and Benchmarks (a copy can be obtained on the MDE website <http://www.michigan.gov/mde> or from school personnel). The Curriculum Crafter Tool (CCT) incorporates the Common Core.. Essential Questions, and learning objectives are displayed in classrooms

In addition we have implemented a Social-Emotional Learning (SEL curriculum) to help our students develop soft skills that will aid them in becoming productive citizens of US. During the first hour of the school day, all classes teach lessons geared to the following soft skills: accountability, teamwork, respect, motivation, helping others, organization-planning.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

As a Strict Discipline Academy (SDA) and due the nature of our academy with the constant turnover of students as assigned by court systems, inconsistent number of students per grade level, we are not able to obtain trend data.

Although CBF participates in all mandatory Michigan Standardized Assessments throughout the school year, due to the nature of our population, standardized assessments (e.g., M-STEP) do not provide an analysis of true achievement gains.

CBF, however, uses a variety of other sources of data to improve instruction and guide students to increase their academic goals. These sources include, but are not limited to, Monarch Room data, *Plesco Process* (a student growth model), ACCUCESS, M-STEP, SAT, WRAT-4 Assessment, NWEA and other classroom assessments. As stated previously, we implemented a school-wide soft skills curriculum with assessment. We are currently developing a school-wide reading comprehension program and assessment tool.

Additionally, because many of our students are two to three years behind academically and have a negative attitude towards school, we are working to develop methods to increase levels of academic rigor and develop a level of confidence so they embrace the value of education. These are incorporated in the goals we have established with our authorizer, Ferris State University. We are using the data to enhance our instruction and engage our students in their learning and academic achievement.

Trauma Informed Teaching

Since 2011, CBF have been working collaboratively with a research team (consisting of a Trauma trained trainer, Washington State University professor and Wayne State University professors) however this school year we are transitioning to Love and Logic Trauma Informed Care Curriculum to further provide information and teaching techniques especially, designed for students who have a history of trauma. We were interested in:

- Assessing the impact of the implementation of a trauma informed teaching intervention model on student levels of trauma, self-esteem, and attitudes towards their teachers, learning, and school culture in general;
- Understanding and shaping student behaviors which are reactions to early and on-going poor attachment experiences, as well as, what they have learned behavior from exposure to various dysfunctional models;

- Supporting educators in shifting from a paradigm of reacting to behavioral-focused interventions to that of relational interventions working with students to understand the impact of trauma on brain development and the reasons beneath externalized behaviors;
- Exploring strategies to increase seat time and provide alternatives to suspension; e.g., sensory integration tools, classroom meetings, focus groups;
- Developing a curriculum and assessment tool focusing on development of social emotional learning and “soft” skills that will enable our students to succeed in other academic and community endeavors.

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

CBF firmly believes in a strong home-school-community collaboration, including parents, guardians, therapists, SIL workers. (We refer to these persons as Student Advocates.) When we work collectively with the student, we support her academic achievement. Together we work to align treatment and academic goals. CBF staff is encouraged to communicate frequently with Student Advocates in a variety of ways including letters, phone calls, emails, PowerSchool entries, and face-to-face meetings.

Opposed to twice a year scheduled conferences, teachers are asked to conference with Student Advocates every quarter. Some contacts were sending positive feedback; others about academics. Staff regularly contact Student Advocates through Power School entries and progress reports they were required to touch base with students who were not being successful.

Percentage of Students where contact was made with a Student Advocate

2017-2018	2018-2019	2019-2020
98% (254 revolving students)	97% (233 revolving students)	100% (108 revolving students)

As you can see, Clara B. Ford is striving to provide a rich, innovative learning environment that will meet the unique needs of our students. We are continuously growing and developing new programs that will allow our students to transition into active, contributing members of our community.

Sincerely,
Yvonne McClean