



**Clara B. Ford Academy**  
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*The Mission of Clara B. Ford Academy (CBF) is to engage our students in a safe, innovative learning environment within Southeast Michigan that will enable them to function as contributing adults.*

April 19, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 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 Dr. Baroni for assistance.

The AER is available for you to review electronically by visiting the following web site <https://www.cbfacadmy.com> or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new 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 three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a Comprehensive Support and Improvement (CSI) school.

Clara B. Ford is a strict discipline academy (SDA), chartered by Ferris State University; managed by CS Partners, providing educational services to the residents of Vista Maria. It is an innovative learning environment. Essential to our mission is a commitment to work with key partners, including student, family (parents/guardians), primary social serving agency, the community, and other educational and/or professional institutions. We have adopted a Trauma-Informed teaching approach and utilize alternatives to suspension interventions. Our goal is to assist in the treatment, healing and education of Vista Maria's residents.

State law requires that we also report additional information.

#### 1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Although CBF provided educational services for approximately 124 students; 309 students went through its doors during the 2016-17 school year; some have returned to Vista Maria after discharge. In the 2015-16 school year CBF serviced approximately 124 students, with 300 total going through the doors. Students are court referred and live on campus, except for a small number of students who wish to continue their studies at CBF in the Continuing Student program (CS) after discharge. If there are open slots in this CS program, a student is enrolled immediately. However, if all slots in the CS program are full, the student is placed on a waiting list. Only females who are or have been residents of the Vista Maria treatment facility may enroll in CBF.

Underlying CBF's philosophy and implementation strategies are 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 personal educational plans adapted specifically to their needs that will enable them to acquire the education and skills needed for successful transition into adulthood.

Additionally, CBF has been involved in a Trauma-Informed Curriculum Research Project that explores the impact of staff being trained in effects of trauma on student learning. Eleven articles have been or are currently being published on how trauma-informed teaching works. In so doing, the Academy has implemented various techniques to help students regulate their emotions and provide alternatives to suspension strategies.

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, desired outcomes of CBF strategic planning, and 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 Principal's office.

The SIP goals for CBF are:

1. Increase student achievement through student's presence and engagement in classroom instruction.
2. Students will develop skill sets that prepare them for life beyond high school.
3. Cultivate a positive, inclusive learning environment based on a foundation of collaboration, communication, critical thinking, and creativity.

### 3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

At this time, the Clara B. Ford Academy does not offer a specialized school.

### 4. 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

The curriculum at CBF, *Curriculum Crafter*, 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. This past year, teachers worked to establish course syllabi to increase alignment with state standards. All students will be given a copy of their class syllabus.

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

As a Strict Discipline Academy, charter school, and the nature of our academy with the constant turnover of students, we are not able to obtain trend data. However, CBF uses various sources of data to improve instruction and guide students to increase their academic goals. These sources include, but are not limited to, AIMSweb, Global Scholars, ACCUCESS, M-STEP, SAT, WRAT-4 Assessment, and classroom assessments. Due to our fluctuating population and inconsistent number of students per grade level we do not have any two year trend data to share at this time.

Additionally, because many of our students are two to three years behind academically and have a negative attitude towards school, we are working to increase their time in the classroom 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.

CBF participates in all mandatory Michigan Standardized Assessment administrations throughout the school year. However, with the transient student population and frequent movement of students from the program, the standardized assessments (e.g., M-STEP) do not provide an analysis of true achievement gains. For the 2015-16 school year, Clara B. Ford Academy piloted two school-wide assessment procedures utilizing AIMSweb and ACCUCESS. It was determined that administering a school-wide assessment quarterly would allow Clara B. Ford Academy to capture insight into student gains. AIMSweb was more accurate in picking up smaller increments of change—very important given our population; however, the ELA portion was very time consuming and was not reliable with CBF scorers. ACCUCESS was identified most useful in ELA and Math:

- User friendly; less technology issues for staff and students;
- Prescriptions provided (self-paces student progress);
- Efficient—student could complete during one classroom period (ability to save work and complete at another time); and
- Relatively short—approximately 30 questions, students more apt to complete.

### Trauma Informed Teaching

This is our fifth year working collaboratively with a Trauma trained trainer and Wayne State University professors to provide information and teaching techniques especially designed for students who have a history of trauma.

We were interested in:

1. Assessing whether the implementation of a trauma informed teaching intervention model impacts student levels of trauma, self-esteem, and student attitudes towards their teachers, learning, and school culture in general;
2. Understanding and changing student behaviors which are reactions to early and on-going poor attachment experiences, as well as, what they have learned to imitate by watching various dysfunctional models in their lives;
3. Supporting educators in shifting from a paradigm of behaviorally focused interventions that react to students to that of relational interventions which works with students acknowledging the impact of trauma on brain development and externalized behaviors;
4. Exploring strategies to increase seat time and provide alternatives to suspension; and
5. Exploration of development of a curriculum and assessment 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 call, emails, PowerSchool entries, and face-to-face meetings.

Opposed to our previous twice a year scheduled conferences, teachers are asked to conference with student advocates every quarter. Staff are expected to make a minimum of one contact per month, per student to give an overall update on academic and behavioral progress.

2015-16	2016-17
100% (approx. 300 revolving students)	99% (309 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.



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