



Clara B. Ford Academy
20651 West Warren
Dearborn Heights, MI 48127
313-436-0020
Cbfacademy.com

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.

March 12, 2019

Dear Student Advocates and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 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 <http://bit.ly/2Flryul>, or you may review a copy in the main office at your child's 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. 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. 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 practiced 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). 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 schools 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.

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

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 139 students; 254 students went through its doors during the 2017-18 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 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 Curriculum Research Project that explores the impact of staff being trained in effects of trauma on student learning. We utilize Student Success plans and sensory integration strategies to help students with a history of trauma regulate their emotions and

behavior and provide alternatives to suspension strategies. 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, 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 2018-19 are:

- Goal 1: Increase student achievement through student's presence and engagement in classroom instruction.
 - 80% of students will demonstrate increased engagement in their learning by spending 15 minutes or less in the Monarch Room by 06/14/2019.
- 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 assessment, by 06/14/2019.
- 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, by 06/14/2019.
- Goal 4: Cultivate a positive, inclusive learning environment based on a foundation of collaboration, communication, critical thinking, and creativity.
 - 75% of perception surveys of all stakeholders will show positive perception of the school by 06/14/2019.

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.

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.

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

As a Strict Discipline Academy and due the nature of our academy with the constant turnover of students as assigned by court systems, we are not able to obtain trend data. .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.

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 Monarch Room data, Student Monitoring within each classroom, ACCUCESS, M-STEP, SAT, WRAT-4 Assessment, and other classroom assessments. We are in the process of designing a school-wide soft skills curriculum and assessment, as well as one for reading comprehension.

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.

Trauma Informed Teaching

This is our eighth year working collaboratively with a research team (Trauma trained trainer, Washington State University professor, 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 regularly contacts Student Advocates through Power School entries and progress reports.

2015-16	2016-17	2017-18
100% (approx. 300 revolving students)	99% (273 revolving students)	98% (254 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.



Beverly A. Baroni, Ph.D., LMSW
 Superintendent-Principal, Clara B. Ford Academy