



Clara B. Ford Academy
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Cbfacademy.com

Clara B Ford Academy's mission is to provide a challenging education using trauma-informed strategies, empowering students to build their best lives.

January 5, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Clara B. Ford Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Mr. Michael Patterson for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/49dFgik>, or you may review a copy in the main office at your child's school.

For the 2025-26 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school was identified as a Comprehensive Support and Improvement School.

Clara B. Ford (CBF) is a strict discipline academy (SDA), chartered by Ferris State University, and 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 students, family (parents/guardians/Student Advocates), primary social serving agencies, 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 (such as Restorative Practices and Love & Logic and Trauma Informed Practices); 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.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

- Students are court referred to CBF and live on the campus of Vista Maria. Females who are or have been residents of the Vista Maria treatment facility may enroll in CBF. Any student may continue their education at CBF after they have been discharged from Vista Maria through the Virtual Learning Program.
- Students who have not lived on campus can attend CBF if they are referred to CBF by either the Court System or the Department of Health and Human Services.
- 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:
 - Safe and orderly environment
 - Instructional leadership
 - Clear and focused mission
 - Climate of high expectations
 - Opportunity to learn and student time on task
 - Frequent monitoring of student progress
 - 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 implemented Trauma-Informed Education that explores the impact of trauma on student learning. We utilize Restorative Practices, Restorative Circles, Student Success Plans, Love and Logic Classroom Management, Social Emotional Learning- Whole Child Approach Curriculum, Sensory Integration strategies and a Sensory Integration Room (Monarch Room) to help students regulate their emotions and behavior and provide alternatives to suspension strategies.

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 2023-2024 are:

- ACADEMIC: READING GOAL—Fifty Percent of cohort students in grades 6-12 will demonstrate individual growth in Reading for the fall-to-spring testing period.
- ACADEMIC: MATH GOAL - Fifty percent of cohort students in grades 6-12 will demonstrate individual growth in Math for the fall-to-spring for the testing period.
- SCHOOL SAFETY and POSITIVE SOCIAL EMOTIONAL CLIMATE GOAL - CBF's School Safety and Social Emotional Climate data will reflect positive growth of 10% in each of the following areas: Safety, Teacher-Student Relationships, and Climate.
- COLLEGE & CAREER READINESS GOAL - Eighty percent of our high students will complete a College & Career Portfolio before they graduate or exit our program.

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 Targets are displayed in classrooms.

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, SAT, PSAT) may 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, WIDA WRAT-4 Assessment, NWEA, Exact Path, IXL and other classroom assessments. Additionally, because many of our students are several years behind academically, 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

From 2011 to 2020, CBF worked collaboratively with a research team (consisting of a Trauma trained trainer, Washington State University professor and Wayne State University professors). CBF transitioned to Love and Logic Trauma Informed Care Curriculum in 2021 to further provide information and teaching techniques especially designed for students who have a history of trauma. We were interested in:

1. 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;
2. 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;
3. 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;
4. Exploring strategies to increase academic performance and provide alternatives to suspension; e.g., sensory integration tools, classroom meetings, restorative practices.

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, DHHS workers. (We refer to these persons as Student Advocates.) When we work collectively with the students 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.

Teachers conference with Student Advocates and students every quarter during the Student Teacher Conferences. Additional 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

2022-2023	2023-2024	2024-2025
100% (81 revolving students)	100% (108 revolving students)	100% (85 revolving students)

The success of this school lies in the unwavering commitment to supporting at-risk students by providing them with the tools needed to overcome challenges and realize their potential. Students are empowered to transform their lives through a nurturing environment, individualized attention, and a strong focus on academic and emotional growth. The collaborative efforts of dedicated educators and Vista Maria staff help every student thrive, demonstrating that with the right support, success is within reach for all learners, regardless of their circumstances.

Sincerely,
Michael Patterson