



**FERRIS STATE
UNIVERSITY**
IMAGINE MORE

CLARA B. FORD ACADEMY

MID-CONTRACT REVIEW

January 13-14, 2015

FERRIS STATE UNIVERSITY Charter Schools Office (CSO)

Declaration of Intent and Purpose

Next to the authorization of a Public School Academy (PSA), the oversight, evaluation, and reauthorization of that Academy are the most important tasks a State authorizer performs. The Ferris State University Charter Schools Office (FSU-CSO) accomplishes this responsibility in two stages:

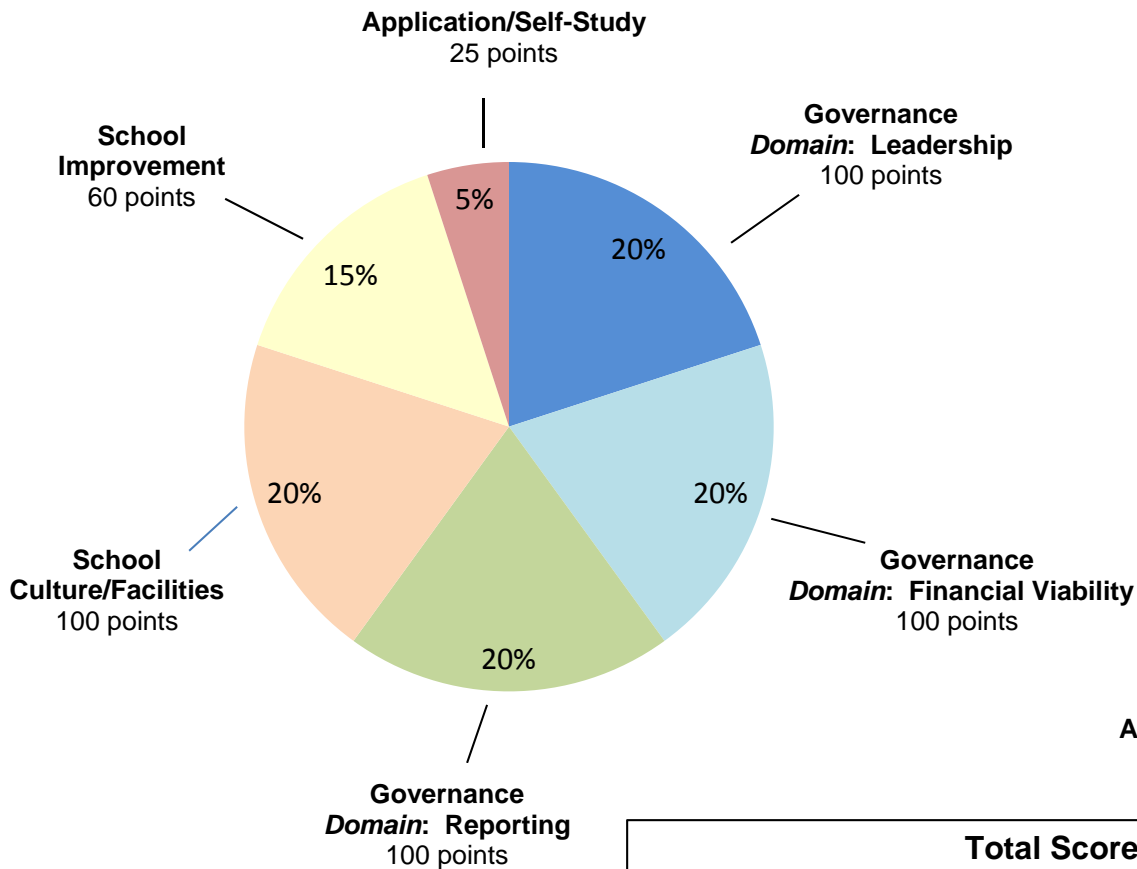
1. **Academic Performance Report.** All FSU-authorized academies receive an *Academic Performance Report* in August. This report is a comprehensive analysis of the Academy's progress towards their contractual educational goals and contains extensive information about student performance levels on a wide variety of measures including Career/College Readiness Goals. Part A of the Contractual Educational Goals and related measures states: "The Academy shall pursue the educational goal of preparing all students academically for success in college, work, and life." Benchmark goals for grades 2-12 are included in the charter contract.
2. **Mid-Contract Review or Reauthorization Review.** All FSU-authorized academies undergo two team visitation reviews during each contractual period as per contractual requirement. The first, the *Mid-Contract Review*, takes place at the mid-way point of the contractual period. The second, the *Reauthorization Review*, is held in the fall of the last academic year of the charter contract. Both Reviews are significant events in the life cycle of a PSA. The Mid-Contract Review and the Reauthorization Review cover aspects of Academy performance separate from academic performance reported in the Annual Academic Performance report such as: Governance, School Culture, and School Improvement.

While all stages of an Academy's evaluation are significant, the CSO emphasizes that the Annual Academic Performance Report and an Academy's progress towards their contractual educational goals are the *most important factor* in determining recommendations to the FSU Board of Trustees regarding Reauthorization. *It is not possible to successfully pass a review with an Academic Performance Report that falls below "Meeting Standards."*

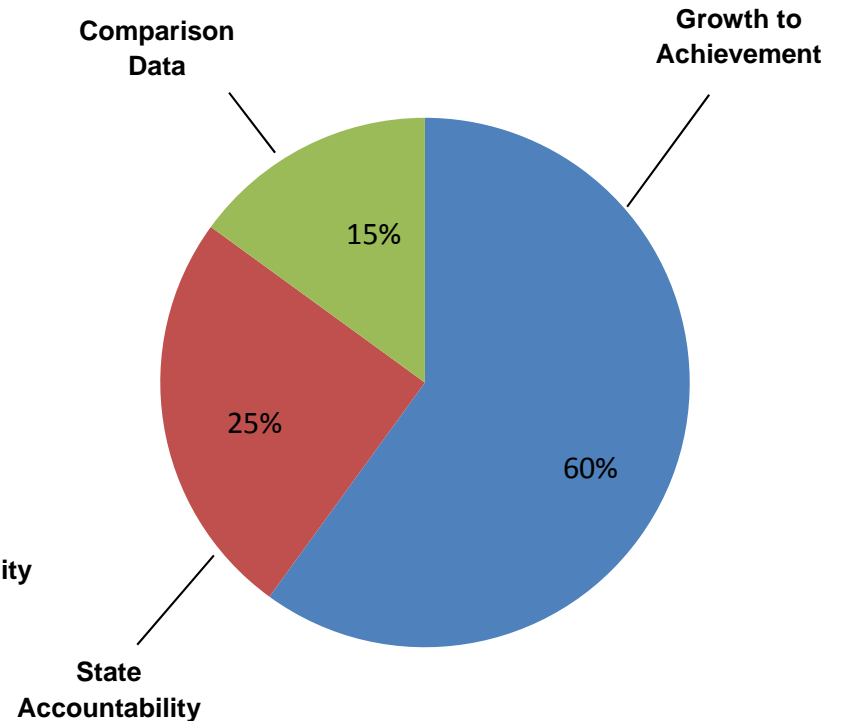
This report was prepared by a Visitation Team comprised of CSO members. The Team may also have included one or more outside reviewers hired for this specific review. All attempts have been made to make the report as factual as possible based on data, interviews, observations, and documentation provided by the Academy and/or gathered by the interviewers. *All data contained in this report are deemed as **accurate as possible** by the Charter Schools Office at the time this report was prepared. For further information on CSO Reviews, please visit our website: www.ferris.edu/charterschools.*

Mid-Contract/Reauthorization Review: Formula 2014-2015 *A Two-Step Process*

Visitation Rubric



Academic Performance



Total Score		
437 - 485	Exceeding Standards	90%+
363 - 436	Meeting Standards	75% - 89%
291 - 362	Does Not Meet Standards	60% - 74%
290 & Below	Falls Far Below Standards	Below 60%

Mid-Contract/Reauthorization Review: Point Tally Sheet 2014-2015

Academy Name: **Clara B. Ford Academy**

Dates of Visit: **January 13-14, 2015**

This is a: Reauthorization Review Mid-Contract Review

1. Academic Performance Report

Evaluation Criteria	Invigorating Excellence Placement			Category Achieved
	2011-12	2012-13	2013-14	
Growth to Achievement State Accountability Comparison Data	NA	NA	NA	Meeting Standards

2. Visitation Review

Evaluation Criteria	Points Possible	Points Achieved	Percentage Achieved	Category Achieved
Governance <i>Domain: Leadership</i>	100	89.75	89.75	Meeting Standards
Governance <i>Domain: Financial Viability</i>	100*	100	100	Meeting Standards
Governance <i>Domain: Reporting</i>	100*	100	100	Meeting Standards
School Culture/Facilities	100*	85	85	Meeting Standards
School Improvement	60	51.2	85.33	Meeting Standards
Application/Self-Study	25	22.5	90	Exceeding Standards
Total Score:	485	448.45	92.46	Exceeding Standards

*It is not possible to *Exceeds Standards* in the Governance *Domain: Financial Viability* and *Reporting*, or School Culture/Facilities sections.

1. Academic Performance Report Scoring Matrix

2. Visitation Review Scoring Matrix

maximum: 500 points

General Monitoring	Exceeding Standards	437-485	Exceeding Standards	90%+
General Monitoring	Meeting Standards	363-436	Meeting Standards	75% - 89%
Phase 1	State Identified Focus Schools/or Does Not Meet Standards	291-363	Does Not Meet Standards	60% - 74%
Phase 2/3	State Identified Priority Schools/or Falls Far Below Standards	290 & Below	Falls Far Below Standards	Below 60%

Visiting Team Members

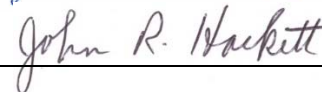
Name: Don Haist

Signature: 

Name: Jim Scholten

Signature: 

Name: John Hackett

Signature: 

Name:

Signature:

Team Chair: Don Haist

EXECUTIVE SUMMARY
Clara B. Ford Academy Mid-Contract Review
January 13-14, 2015

Dear Board of Directors:

On behalf of the Ferris State University Charter Schools Office Mid-Contract Review Team, I am pleased to forward this Executive Summary. The team and I wish to express our sincere gratitude for the hospitality shown to us by the administration, staff, students, and Board of Directors.

The review team has considered the Academy's performance on all aspects of the Mid-Contract Review Rubric and has determined the score of **448.45** out of a possible 485 points. This score is within the **Exceeds Standards** category of the Mid-Contract performance standards.

While the review team found many impressive aspects of the Academy's operations, there are several points that warrant special mention as follows:

- A. School Culture (in our meetings with all stakeholders)
 - There is clear evidence of a positive caring/team atmosphere.
 - There is a strong attitude of meeting the needs of the "whole child"... resulting from the Trauma Informed training.
 - We saw evidence of the focus is being on first to "Treat /Heal/ and then Educate".

- B. Governance/Strategic Planning
 - The Board and staff have worked together to develop a Strategic Plan that acknowledges the strengths, and the challenges you face. This was noted as needed in your last Ferris State University (FSU) review and has been addressed.
 - The Board and staff are aligned with the Mission and the Trauma Informed Process.

- C. The School Improvement Team has a clear process that includes:
 - Data is being collected on the goals established with the FSU Charter Office and staff meet weekly to review the data and evaluate their strategies.
 - There is evidence of strong staff development in place for the Trauma Informed Process.

As with any organization, there are areas that need further development. Considering the obvious commitment of the Board, administration and staff to the success of the Academy, the review team is confident that these items will be part of the continuous improvement efforts.

The following were identified for additional attention:

- A. Facilities – space is needed to meet the growth of your programs. This was mentioned by all groups. We know it is in your Strategic Plan, and we encourage you to continue to look at options.
- B. Technology – the staff has developed plans, and equipment has been purchased. The challenge is to provide the training for staff and to find ways to get the equipment into daily instruction.
- C. Communication – while great improvement has been made the past couple of years to provide communication between the staff of Clara B. Ford Academy and Vista Maria, we suggest this needs to grow. Both programs need to understand the needs and expectations of each other's program.
- D. As you look to the future we suggest you network with other Strict Discipline Academies and look at transportation for your continuing students, and the most effective ways to meet the academic needs.

The Charter Schools Office and review team thank all of those of the Academy who were in the Mid-Contract Review process. We recognize the great efforts of all the stakeholders in working toward the success of the Academy.

Thank you for all you do for this important mission.

Sincerely

Don Haist, FSO-CSO Field Representative
Review Team Chair

1. Governance *Domain: Leadership*

Points Possible 100	Points Achieved 89.75
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Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
<p>Core Values: Foundation</p> <p>Stakeholders = Students, Board Members, Parents, Staff, Community at Large</p> <p>As evidenced by: Wall Charts, Websites, Newsletters, Board Meeting Minutes</p>	15/15		<ul style="list-style-type: none"> In collaboration with the Academy's stakeholders, the Board has developed Core Values The Core Values are the foundation for the Academy's Vision and Mission statements 	<ul style="list-style-type: none"> The Board has identified some Core Values but there was little or no collaboration with the Academy's stakeholders The Core Values do not serve as the foundation for the Academy's Vision and Mission statements 	<ul style="list-style-type: none"> The Board has no discernible Core Values identified 	
Point distribution		n/a	10 points	6 points	0 points	
<p>Vision Statement: Linked to Core Values</p>	10/10		<ul style="list-style-type: none"> In collaboration with stakeholders, the Board has developed a Vision Statement that articulates a realistic view of what it desires the Academy to become in the future The Vision Statement is clearly linked to the Academy's stated Core Values 	<ul style="list-style-type: none"> In minimal collaboration with stakeholders, the Board has developed a Vision Statement that articulates an unrealistic view of what it desires the Academy to become in the future The Vision Statement is not clearly linked to the Academy's stated Core Values 	<ul style="list-style-type: none"> The Board has no discernible Vision Statement identified or is without links to the Core Values 	
<p>Mission: Linked to Core Values</p>	10/10		<ul style="list-style-type: none"> In collaboration with stakeholders, the Board has developed a Mission Statement that articulates a realistic view of the Academy's identity and role The Mission Statement is clearly linked to the Academy's stated Core Values 	<ul style="list-style-type: none"> In minimal collaboration with stakeholders, the Board has developed a Mission Statement that articulates an unrealistic view of the Academy's identity and role The Mission Statement is not clearly linked to the Academy's stated Core Values 	<ul style="list-style-type: none"> The Board has no discernible Mission Statement identified or is without links to the Core Values 	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Communication w/Stakeholders	10/10		The Board communicates the Mission, Vision, and Core Values to the Academy stakeholders in a wide variety of ways	The Board appears to do little to communicate the Mission, Vision, and Core Values to the Academy stakeholders or uses only limited ways to communicate	The Board does not appear to communicate the Mission, Vision, and Core Values to the Academy stakeholders	
Written Strategic Plan	10/10		The Board has a written strategic plan and there is evidence the Board regularly reviews this plan and refers to it when making long-term decisions	The Board has a written strategic plan; however, there is little evidence the Board reviews this plan or refer to it when making long-term decisions	The Board does not have a written strategic plan	
Point distribution		n/a	5 points	n/a	0 points	
Candidate Pool	5/5		The Board has an active candidate pool on file with the CSO		The Board does not have an active candidate pool on file with the CSO	
Management Company or Key School Leader (KSL) Evaluation	5/5		There is a correlation between the Board's annual evaluation(s) of the Management Company/KSL that reflects the Academy's academic achievement status and progress along with the provided business services		There does not seem to be a correlation between the Board's annual evaluation of Management Company/KSL and the Academy's academic achievement status and progress along with the provided business services	
Professional Participation	5/5		The Board has a consistent representation at CSO-sponsored events		The Board has little or no representation at CSO-sponsored events	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
Professional participation	5/5	The Board encourages and supports professional development activities: <ul style="list-style-type: none"> Includes funds in annual budget Each member is on schedule to meet their professional development activity credit requirement 	The Board encourages and supports professional development activities: <ul style="list-style-type: none"> Includes funds in annual budget Most members are on schedule to meet their professional development activity credit requirement 	There is little or no evidence that the Board encourages and supports professional development activities: <ul style="list-style-type: none"> Does not include funds in annual budget Most members are not on schedule to meet their professional development activity credit requirement 	The Board does not engage in professional development	
Policies and Procedures As evidenced by: The Policies and Procedures Manual at the Board Meetings	5/5	The Board: <ul style="list-style-type: none"> Has all relevant policies/procedures in place in accordance with state and federal laws References appropriate policies/procedures at Board meetings when making decisions 	The Board: <ul style="list-style-type: none"> Has all relevant policies/procedures in place in accordance with state and federal laws Demonstrates familiarity with policies/procedures 	The Board: <ul style="list-style-type: none"> Has all relevant policies/procedures in place in accordance with state and federal laws Does not demonstrate familiarity with policies/procedures 	The Board: <ul style="list-style-type: none"> Has few policies/procedures in place that are required by state and federal laws Has not regularly updated its Policies and Procedures Manual 	
Meeting Schedule	3.75/5	The Board has not rescheduled any meetings during this review period	The Board has held no more than one rescheduled meeting during this review period	The Board has held 2-3 rescheduled meetings during this review period	The Board has held more than 3 rescheduled meetings during this review period	November 17, 2014
Monthly Quorums	0/5	The Board has not cancelled a meeting during this review period due to a lack of quorum	The Board has not cancelled more than one meeting during this review period due to lack of a quorum	The Board has cancelled 2-3 meetings during this review period due to lack of quorum	The Board has cancelled more than 3 meetings during this review period due to lack of quorum	February 20, 2012 November 12, 2012 November 11, 2013 March 10, 2014 October 13, 2014
Point distribution		n/a	10 points	6 points	0 points	
Physical Facilities	6/10		The physical facilities provided by the Board are always inviting, attractive, clean, well-maintained, and conducive to learning	The physical facilities provided by the Board are not always inviting, attractive, clean, well-maintained, and conducive to learning	The physical facilities provided by the Board are not inviting, attractive, clean, well-maintained, and conducive to learning	Crowded - need space – classrooms are small

Governance Domain: Leadership

Total score for all competencies

Total Points Achieved	Percentage Achieved	Category Achieved	
89.75/100	89.75%	Meeting Standards	

2. Governance *Domain: Financial Viability*

Points Possible 100	Points Achieved 100
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Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
Budget development	15/15		As evidenced by Board minutes, the Board has established and adheres to a timeline for budget development	As evidenced by Board minutes, the Board has established a timeline for budget development but does not adhere to that timeline	As evidenced by Board minutes, the Board has not established a timeline for budget development	
Opportunity for input	15/15		Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process two times or more prior to budget adoption	Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process only once prior to budget adoption	No evidence can be found that the full Board had an opportunity to provide direction for the budget development process	
School improvement plan	15/15		<ul style="list-style-type: none"> The Academy's budget reflects and supports the school improvement plan with budget allotments for each strategy Budgeted amounts are consistent with the Board's overall strategic plan 	<ul style="list-style-type: none"> The Academy's budget appears inconsistent with the school improvement plan Budgeted amounts are not consistent with the Board's overall strategic plan 	<ul style="list-style-type: none"> The Academy's budget does not take school improvement into consideration Budgeted amounts are not consistent with the Board's overall strategic plan 	
Point distribution		n/a	10 points	6 points	0 points	
Access to monthly financial statements	10/10		Each member of the Board receives monthly financial statements as part of the agenda packet prior to each regularly scheduled Board meeting	Only the Board Treasurer receives monthly financial statements in his/her Board packet prior to each regularly scheduled meeting	Monthly financial statements are distributed "at the table"	
Point distribution		n/a	10 points	n/a	0 points	
Audit / fund balances: External audits	10/10		The Board requests RFPs for external auditing services no fewer than every three 3 years		The Board does not request RFPs for external auditing services every three 3 years	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
Financial Audit submission	15/15		During this review period: <ul style="list-style-type: none"> the Academy's audit was completed in a timely manner submitted to the State by or before October 31 results were shared with the Board of Directors in advance of the public presentation 	During this review period: <ul style="list-style-type: none"> the Academy's audit was performed within the specified timeframe the Board of Directors did not receive it in advance of meeting for review 	During this review period: <ul style="list-style-type: none"> the Academy's audit was not performed within the specified timeframe 	
Point distribution		n/a	10 points	n/a	0 points	
Financial Audit status	10/10		During this review period, the Board received only unqualified reports		During this review period, the Board received one or more qualified reports	
Point distribution		n/a	10 points	6 points	0 points	
Fund balance	10/10		The Board maintains a fund balance: <ul style="list-style-type: none"> between 10%-15% of annual revenue 	The Board maintains a fund balance: <ul style="list-style-type: none"> below 10% 	The Board maintains a fund balance: <ul style="list-style-type: none"> of less than 5% of general revenue 	

Governance Domain: Financial Viability				
Total score for all competencies				
Total Points Achieved	Score	Percentage Achieved	Category Achieved	
	100/100	100%	Meeting Standards	

3. Governance *Domain: Reporting*

Points Possible 100	Points Achieved 100
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Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
Leadership: Monthly progress reports	15/15		As evidenced by Board minutes, the Board: <ul style="list-style-type: none"> receives detailed monthly reports on student achievement/progress toward contractual goals regularly engages in discussion about these reports 	As evidenced by Board minutes, the Board: <ul style="list-style-type: none"> periodically receives detailed monthly reports on student achievement/progress towards contractual goals occasionally engages in discussion about these reports 	As evidenced by Board minutes, the Board: <ul style="list-style-type: none"> does not receive detailed monthly reports on student achievement/progress towards contractual goals rarely discusses student academic achievement 	
Point distribution		n/a	15 points	n/a	0 points	
Administrator Continuing Education Unit (CEU) credits	15/15		All administrators meet CEU requirements		Not all administrators meet CEU requirements	
Point distribution		n/a	20 points	n/a	0 points	
Personnel Verification Audit: Compliance with State and Federal Law	20/20		During this review period the Academy maintained a Level 1 or 2 status of having all required personnel documentation current and on file or in timely process. Criminal Background Checks for all staff are on file. Some Unprofessional Conduct Checks may be pending. Some paraprofessionals may be pending Highly Qualified credentials		During this review period the Academy had significant Level 3 or 4 status of non-compliance issues with Michigan and Federal Law relating to Criminal Background Checks, Unprofessional Conduct Checks, and Certification/Licensure requirements	
Point distribution		n/a	10 points	7.5 points	0 points	
Compliance reporting Epicenter: On Time	10/10		All documents submitted to EPICENTER are marked "on time"	95-99% of all documents submitted to EPICENTER are marked "on time"	94% or fewer of all documents submitted to EPICENTER are marked "on time"	Outstanding Award four consecutive years

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	10 points	n/a	0 points	
Compliance reporting EPICENTER: Percent	10/10		The Academy meets the CSO percentage requirement for EPICENTER reporting		The Academy does not meet the CSO percentage requirement for EPICENTER reporting	
Compliance: Transparency Reporting	10/10		The Academy website meets MDE requirements for transparency reporting		The Academy website does not meet MDE requirements for transparency reporting	
Enrollment process	10/10		The Academy's enrollment process is in compliance as defined by the Revised School Code		The Academy's enrollment process is not in compliance as defined by the Revised School Code	
Board meetings: Notices of annual meetings	10/10		The Board posts timely notices of its annual meeting schedule and all regular and special meetings		The Board does not post timely notices of its annual meeting schedule and all regular and special meetings	

Governance <i>Domain: Reporting</i>						
Total score for all competencies						
Total Points Achieved	Score	Percentage Achieved	Category Achieved			
	100/100	100%	Meeting Standards			

4. School Culture/Facilities

Points Possible 100	Points Achieved 85
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Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Safe & orderly environment: Behavioral expectations and Student Discipline	10/10		Academy staff & the Board have developed behavioral expectations and implemented systems that: <ul style="list-style-type: none"> • create a safe and orderly academic environment • are conducive to learning 	Academy staff & the Board have developed behavioral expectations and implemented systems, however: <ul style="list-style-type: none"> • they are not consistently enforced • the academic environment is not always conducive to learning 	Little or no evidence exists that the Academy & the Board: <ul style="list-style-type: none"> • have developed behavioral expectations or systems that are consistently enforced • have established an academic environment that is conducive to learning 	
Safe & orderly environment: Safety plan	10/10		The Academy has: <ul style="list-style-type: none"> • a comprehensive safety plan in place and there is evidence that it is known by staff • implemented safety and security measures into daily operations 	The Academy has: <ul style="list-style-type: none"> • a comprehensive safety plan in place; however it does not seem to be known by staff • implemented some safety and security measures into daily operations 	The Academy: <ul style="list-style-type: none"> • does not have a comprehensive safety plan in place • has not implemented safety and security measures into daily operations 	
Point distribution		n/a	10 points	n/a	0 points	
Site and facilities: Emergency systems	10/10		All emergency systems are operational, well-maintained, and inspected on a regular basis		There is little or no evidence that emergency systems are in working order inspected on a regular basis	
Point distribution		n/a	15 points	n/a	0 points	
Emergency Plan	15/15		There is a comprehensive emergency plan prepared for the Academy		There is no discernible emergency plan prepared for the Academy	
Point distribution		n/a	5 points	n/a	0 points	
Emergency Drill Logs (EMD)	5/5		The EMD shows the Academy is making good progress towards the requirements of law		The EMD shows the Academy is not making good progress towards the requirements of law	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Site and facilities: Hazardous materials	5/5		All hazardous chemicals and cleaners are properly labeled and safely secured		Hazardous chemicals and cleaners are not properly labeled or safely secured	
Site and facilities: HVAC system	5/5		All areas in the Academy are well ventilated and heated/cooled and are conducive to a positive working and learning environment		The Academy's ventilation and heating/cooling are not suitable for the positive working and learning environment	
Site and facilities: Restrooms and public areas	5/5		All restrooms and other public areas are well-maintained and clean.		All restrooms and other public areas are not well-maintained, clean, and are generally unsatisfactory	
Site and facilities: Lighting	5/5		All areas are well lit and all lights are functioning properly to provide an atmosphere conducive to teaching and learning		Not all areas are well lit and some lights are not functioning properly. Lighting is generally poor and not conducive to teaching and learning	
Point distribution		n/a	10 points	n/a	0 points	
Staff Stability: Administration	10/10		The Academy has had minimal building administrative turnover (2 or less) during the review period		The Academy has had significant administrative turnover (3 or more) during the review period	
Point distribution		n/a	15 points	n/a	0 points	
Staff Stability; Faculty	0/15		The Academy has had less than 40% turnover in teaching staff during the review period		The Academy has had more than 40% turnover in teaching staff during the review period	59.5% Staff Turnover The Academy is fully aware to hire appropriate staff
Point distribution		n/a	5 points	n/a	0 points	
Parent / family involvement and communication	5/5		The Academy employs a variety of strategies to promote and sustain engagement by students' parents / families		The Academy does not employ a variety of strategies to promote and sustain engagement by students' parents / families	

School Culture/Facilities:
Total score for all competencies

Total Points Achieved	85/100	Percentage Achieved	Category Achieved	
		85%	Meeting Standards	

5. School Improvement

Points Possible 60	Points Achieved 51.2
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Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
Strand I: Teaching for Learning <i>(Education Yes! Performance Indicator)</i>	3.75/5	The Academy has implemented most School Improvement Framework (SIF) rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i>)	
Strand II: Leadership <i>(Ed Yes! Performance Indicator)</i>	5/5	The Academy has implemented most SIF rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i>)	
Strand III: Personnel & professional learning <i>(Ed Yes! Performance Indicator)</i>	5/5	The Academy has implemented most SIF rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i>)	
Strand IV: School & community relations <i>(Ed Yes! Performance Indicator)</i>	5/5	The Academy has implemented most SIF rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i>)	
Strand V: Data & Informational management <i>(Ed Yes! Performance Indicator)</i>	3.75/5	The Academy has implemented most SIF rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i>)	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	10 points	n/a	0 points	
School Improvement Plan	10/10		The Academy maintains one annually-updated comprehensive written plan that encompasses all current educational mandates (such as PA 25, Title 1, NCLB, <i>Ed Yes!</i> , and other school-wide improvement efforts)		The Academy maintains a school improvement plan; however, it lacks some of the key components required by the state	
Point distribution		15 points	11.2 points	9 points	0 points	
Data Teams Process	11.2/15	The Academy has exemplary data team meetings regularly scheduled	The Academy has proficient data team meetings regularly scheduled	The Academy has data team meetings scheduled	The Academy has no data team meetings regularly scheduled	
Statewide Ranking	NA/15	The Academy has been identified as a Reward School and is in the top 75 th percentile in the statewide Top to Bottom Ranking	The Academy is in the 50 th percentile or above in the statewide Top to Bottom Ranking	The Academy is in the 25 th to 49 th percentile in the statewide Top to Bottom Ranking	The Academy is identified as a Priority OR is ranked in the bottom quartile	
Point distribution		10 points	7.5 points	6 points	0 points	
School Improvement Goals and Educational Goals	7.5/10	All School Improvement Goals are directly connected to Academy Educational Goals	Most School Improvement Goals are directly connected to Academy Educational Goals	Few School Improvement Goals are directly connected to Academy Educational Goals	None of the School Improvement Goals are directly connected to Academy Educational Goals	

School Improvement:
Total score for all competencies

Total Points Achieved	51.2/60	Percentage Achieved	85.33%	Category Achieved	Meeting Standards
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BOARD INTERVIEW SUMMARY

Academy Name: **Clara B. Ford Academy**

Date: **January 13-14, 2015**

The following is a summary of responses, and is not intended to be all-inclusive.

1. Do you feel the academy is accomplishing its mission? How do you know?

- Have created a safe environment
- Need to be innovated in learning
- We are – evidence is the metrics given at Board meetings – different benchmarks
- We are not normal, because of our transient population
- Campus creates a safe environment – beautiful and safe
- Monarch – we are retaining teachers at a better rate – perfect leader for Trauma model

2. Are you confident that students are leaving this academy showing growth? Upon what evidence do you base your answer?

- Monarch room – 3 years improvement, measures and much clearer
- Common understanding of root causes (i.e. assignments completed links girls to careers and ability to graduate – “continuing students”
- Provide resources to students to continue education
- I collect data when I visit once a month
- The way we’re tracking the Monarch room – is really improving – looking for root causes
- Now looking at different halls and issues there
- See improvement in assignments completed
- Ability to link girls to careers – key to success is education

3. Tell us about your knowledge of the charter school contract with FSU. What do you believe to be the most important information Board members should know?

- Educational integrity – provide opportunity to make progress and changes – providing the right program
- Appreciate learning opportunities for Board members
- Professional Development opportunities
- Rely on CS Partners to keep us on point
- More hope

4. What are you most proud of at this academy? What could be improved?

Proud:

- Teacher salaries
- Young teachers – nurturing new staff

Be Improved:

- Transportation
- Space

5. Does your Board have a strategic plan for the next 3-5 years? If yes, what is the main focus of that plan? If no, do you see value in developing such a plan?

- Yes, just updated
- Progress in Trauma informed teaching model
- The inclusion of Vista Maria staff
- Working on addressing staff retention
- Concern about Vista Maria trying to meet too many needs
- Space is an issue
- Plan to get Vista Maria staff trained
- Focus on Trauma training

6. Why would students want to continue coming to this academy?

- We care for the whole student
- Have more resources
- Better school climate for their needs
- They have developed a trust – this helps
- Small safe nurturing environment
- They like it here

7. How does the Board determine the allocation of funds for this academy?

- Transportation needed
- The Board feels very involved in budget planning
- We have a role
- I feel people are listening to what we need
- Needs – staff. Special Education services
- “We drive the budget!” – careful when spending – involved in budget development
- Stewardship – Board President and Treasurer sign-off each month

8. *If money was not an object, what changes would you like to see made to the academy? (Example: building, curriculum staffing, etc.)*

- Transportation
- Space

9. *Anything for our attention?*

- Value partnership with Ferris State University – appreciate understanding
- Flexibility of goals in contract
- Transportation is always a challenge

ADMINISTRATIVE INTERVIEW SUMMARY

Academy Name: **Clara B. Ford Academy**

Date: **January 13-14, 2015**

The following is a summary of responses, and is not intended to be all-inclusive.

1. Do you feel the academy is accomplishing its mission? How do you know?

- We want to make learning innovative and engaging
- Trauma informed teaching is very inviting
- We want to treat, heal and educate
- Monarch Room is very helpful
- Moving along in an innovative direction
- These are not throw away kids – legislative piece needs attention
- Mission goes beyond this school

2. What are you most proud of at this academy? What could be improved?

Proud:

- Proud of students – they face all their issues and still come and learn
- Proud of staff
- The kids understand that school is here to help them

Improve:

- Work to address those who are not college bound
- Space is a concern – issues with Vista Maria sometimes
- Staff turnover was needed – need to get right people on the bus
- Improve on how to help CS students

3. Heard about partnership with Vista Maria, what strengths of this? What improvements?

- This add another layer of importance – space is a concern – issues with Vista Maria sometimes
- Differences with Vista Maria’s staff – lack of communication

4. Are you confident that students are leaving this academy showing growth? Upon what evidence do you base your answer?

- As we grow we’ll get better at academics
- Need more support in learning how to improve academics and how to test better
- Help students monitor “Self”
- Heal and treating is primary

5. On a scale of 1-10 (10 Highest), rate the culture/climate of this academy.

- Staff Identification
- Safety

6. What are the biggest thing(s) you and your staff struggle with on a day-to-day basis?

- Procedures – Vista Maria partnerships
- New staff – issues with kids

7. If money was not an object, what changes would you like to see made at the academy? (Example: building, curriculum, staffing, etc.)

- More space

8. Anything for our attention?

Partnership with Vista Maria – strengths and areas for improvement

- Networking with Angela, Meredith, and Latonya
- Integration team – some structures in place – 100% better that 3 years ago
- Vista Maria has come a long way – there is understanding that there are concerns – students don’t always recognize the difference in staff

INSTRUCTIONAL STAFF INTERVIEW SUMMARY

Academy Name: **Clara B. Ford Academy**

Date: **January 13-14, 2015**

The following is a summary of responses, and is not intended to be all-inclusive.

1. Do you feel the academy is accomplishing its mission? How do you know?

- Academy is far behind
- Great growth in culture – Monarch Room/Trauma
- Seeing individual growth
- We have room to grow
- Students come far behind academically
- We are making it an environment where they can learn – seeing individual growth in students
- Treat – Heal – Educate Trauma training for staff is very helpful

2. What are you most proud of at this academy? What could be improved?

Proud:

- I'm skilled to like outside the box
- I am proud of the team of teachers we have – teachers helping teachers
- Academically proud that I have seen some girls grow
- Non-traditional school – tailor lessons
- Accommodating

Improved:

- I would like more workshops – poverty workshops
- Very small classroom – not equipped – need space

3. On a scale of 1-10 (10 Highest), tell us your feelings about the level of support you receive for each of the following areas:

a. Materials and Supplies

- 4-English Journals, no more money for remainder of the year
- No school Library
- 2 or 3-Science
- 3 or 4-Few resources in units
- 6-help me to be more resourceful
- Space
- Science-no water in room

b. Professional Training

- 7 or 8-helpful – two weeks in the summer on Wednesday afternoon for two hours
- Lots of surveys to get feedback from principal, this is good

c. Clear Description and Understanding of The Expectations For Your Work

- Yes
- 8 or 9
- 2 or 6

d. Technology

- Small lab
- We have hardware, need training
- How to block appropriately

4. On a scale of 1-10 (10 Highest), rate the culture/climate of this academy.

- Retaining staff – focus on hiring the people – 30% Special Ed.

5. Do you feel the behavior and academic expectations here are appropriate for the students who attend this academy?

6. Would you enroll your child at this academy?

7. If money was not an object, what changes would you like to see made to the academy (Example: building, curriculum, staffing, etc)

- Love a library and a raise – classroom budget – I love this place

8. Anything for our attention?

SUPPORT STAFF INTERVIEW SUMMARY

Academy Name: **Clara B. Ford Academy**

Date: **January 13-14, 2015**

The following is a summary of responses, and is not intended to be all-inclusive.

1. Do you feel the academy is accomplishing its mission? How do you know?

- Treat whole student
- Safety – reaction time so fast “clear” – keeping everyone safe
- Moving forward – meeting whole students need
- Innovative learning environment – we are providing this to keep students engaged
- Safety is very good
- Making progress – wholistic approach
- Do different things in the classrooms
- Increased staff has improved safety

2. What are you most proud of at this academy? What could be improved?

Proud:

- Team approach – wear many hats to help each other out
- Our present staff has bought in to Trauma approach
- Caring heart
- Staff buy into Trauma Team
- Seeing growth in teachers
- Navigation team has helped to hire the right people

Improve:

- Discharge process, “what happens to them when they leave”

3. On a scale of 1-10 (10 Highest), tell us your feelings about the level of support you receive for each of the following areas:

a. Materials and Supplies

- 10/10 – get what we need
- 9

b. Professional Training

- 10/10/10/10 ++
- More PD than know what to do with!

c. Clear Description and Understanding of The Expectations For Your Work

- 10/10/10
- Lots of back-up!
- Yes, wear many hats

4. On a scale of 1-10 (10 Highest), rate the culture/climate of this academy.

- Changed over last couple of years – improved
- Staff supportive of each other
- Culture committee is helpful to make improvement
- Self-care, aware of triggers to how to resolve
- Culture has greatly improved
- Work with Wayne RESA and have a culture committee
- Space – IEP's office is a challenge
- Social worker is not aware of goals from Vista social worker

5. Do you feel the behavior and academic expectations here are appropriate for the students who attend this academy?

- Working on best way to teach common standards
- Try to talk to students about future options/career day/ACT prep class
- Life classes budgeting
- Use Scantron to get baseline
- Working to develop partnership with organizations to provide help with looking at careers

6. If money was not an object, what changes would you like to see made to the academy (Example: building, curriculum, staffing, etc)

- Space
- Computer Lab
- Library
- Transportation
- Bell System (Time Management)
- Transition accountability
- Heating
- Staff Lounge

7. Anything for our attention?

- Drama Club
- Choir
- Dance Team
- Show Talents
- Listen to music when appropriate
- Private work areas for girls

VISTA MARIA STAFF INTERVIEW SUMMARY

Academy Name: **Clara B. Ford Academy**

Date: **January 13-14, 2015**

The following is a summary of responses, and is not intended to be all-inclusive.

1. Why did you choose to come to work at this academy?

- The mission
- Making a difference
- The mission keeps me coming – I am encouraged by girls who are getting better
- Personal gratification – I planted a seed
- Young ladies call back – I get calls from parents thanking us

2. How responsive is the school administration, board, or teachers to concerns or complaints?

- Communication much improved
- Team between programs – resolve issues
- There is a integration team which allows input and problem solving
- I can talk to the principal
- Communication has definitely improved the last few years
- Administration is receptive
- We are separate

3. On a scale of 1-10 (10 highest), rate the culture/climate of this academy. Please tell us why you gave the rating you did.

- 7 – Teachers have better understanding of residential safety rules
- 7,7,7 – Teachers on board with student issues and residential policies

4. Anything for our attention?

- Office needs space for confidentiality
- Girls need more into to careers vs. college – need to focus on life skills not college
- Need for teachers to have a better understanding of individual students
- Need for a private place to meet with Ms. Beal or teacher
- Too much focus on you'll need this for college – need to be realistic
- Space!!!

STUDENT INTERVIEW SUMMARY

Academy Name: **Clara B. Ford Academy**

Date: **January 13-14, 2015**

The following is a summary of responses, and is not intended to be all-inclusive.

1. Do you enjoying attending this school? If you had a choice to attend anywhere else, would you?

- Yes
- I do enjoy – this school helps in so many ways
- I enjoy the school too – a lot of support
- I enjoy being at Clara B. Ford – different environment
- I enjoy – it's challenging – very safe environment – I know everybody
- Class of 5-6
- More support
- Need to adjust

2. Do you feel you are academic and behavior learning at this school? Are you being challenged enough, too much, or at just the right amount?

- Just right
- Some
- Challenged just right – given work we can do
- I could be challenged more – easy not struggling
- It has helped my behavior
- One thing I don't like is that it is challenging when in bigger number of students in classroom – sometimes Monarch Room is too busy
- I could do more
- We are bullied a lot
- Not enough help in classroom
- There is some bullying
- I am being challenged

3. Do you feel that overall, the adults here at this school are fair to students?

- I recognize teachers are sometimes really tired
- Clara B. Ford staff are not bad – they treat with respect – good people
- Some judge us before get to know me – Vista Maria – others at Clara B. Ford respect us

4. What is your favorite part of the school day? Why?

- I love my 6th hour – History teacher – Child Psychology
- I Love 3rd hour art class – teacher is a good listener
- Centering time – like teacher – she is awesome
- I like Mr. Thakker's class
- My favorite time is all day – I want to make something of myself – teachers work with me – support
- Enthusiastic staff
- Some staff make me smile
- All day – don't like breaks
- Sometimes the Monarch Room is not available – number limits

5. Is there anything (classes, activities, etc) you wished this school offered that they do not currently offer?

- Spanish
- College Prep
- Basketball
- Choir
- Clubs – Drama and Chess

6. Do you feel safe at this school?

- Yes, all the time
- I feel safe here – know everybody
- Student leadership is working on bullying – should go down
- All feel safe

7. Would you recommend this school to other friends or family?

- Yes, I would
- Recommend credit recovery
- All-Yes

8. Anything for our attention?

- Monarch Room – peer conflict resolution, also student/staff resolution
- I really like Clara B. Ford staff

SCHOOL IMPROVEMENT TEAM SUMMARY

Academy Name: **Clara B. Ford Academy**

Date: **January 13-14, 2015**

The following is a summary of responses, and is not intended to be all-inclusive.

1. Please tell us about your team (members/purpose) how often you meet?

- Meet one-time per month – helps to stay focused – helps remind me what we are trying to accomplish
- Better this year in helping all staff stay focused and see the big picture
- We are a collective group and share our strengths
- Representative helping to drive whole school

2. Please tell us about some areas that the team has identified as needed for improvement and strategies that have been put in place.

- Student activities focused on learning areas – project based and hands-on
- Ms. Bailey – Monarch Room and supporting goals – all teachers are aware of all goals
- Relating SIP goals to Ferris goals
- Improving website to improve communication – phone calls home – also phone calls home to give positive feedback
- The enforcement of Trauma training is helping all areas

3. How do you evaluate the success of the programs?

- Data is collected and used to drive the programs
- Before Monarch Room and Trauma training enforced, students were not working and some not coming to school. After the implantation of the Monarch Room, students were highly escalated – there is more progress – they are more talking out their issue, which is good
- Using Power School to communicate – positive and negative – works well
- Now each day the Monarch Room Team is looking at behavior data – kids are making it back to class and the Monarch Team filters the information back to the teachers

4. Do you have teams that review data?

- Monarch Room Team reviews behavior data daily

5. What steps need to occur for your recommendation be put in place?

- Work to put big ideas in plan (SIP)
- Discuss with staff and team member recommendations
- Follow SIP plan and discuss with team members

6. What are the biggest challenges your team/school face?

- Finding more time to meet with SIP team whole staff
- Making it a school wide concept – doing better
- Different ability levels in the classroom – how to meet needs
- Spacing – currently very limited
- Student turnover
- Continuing students don't have supports
- Adequate pre/posttests – kids have low frustration level

7. Is there anything else you would like to share?

- Students struggle when returning to another school with lacking support

MID-CONTRACT SELF-PERFORMANCE REPORT SCORING RUBRIC

	Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	A C A D E M I C P R O G R A M
	0 points	2.5 points	4 points	5 points	
<p>1. Is the academy making academic progress relative to its contractual goals?</p> <p>Discuss Full Academic Year versus Non-Full Academic Year student achievement as it relates to MEAP and provide rationale for any notable trends.</p> <p>Discuss Cohort versus Non-Cohort student achievement as it relates to GlobalScholar Performance Series and provide rationale for any notable trends.</p> <p style="color: red; margin-top: 20px;">Total Possible Points=5</p>			X		
<p><i>What reviewers will look for:</i></p> <p>In all cases, claims must be backed by clear and quantitative evidence. What has the trend for student achievement been during the current contract period? Have gains outweighed any lack of progress? Have any specific weaknesses been identified? How have those weaknesses been addressed? Include discussion of the progress cohorts (students who have been with the Academy for three or more years) have made over time. Discussion of the continuous updating of curriculum materials, objectives, and School Improvement Plans should be included.</p> <p><i>Reviewer Comments:</i></p>					

2. Outline the process all stakeholders within the Academy utilize to develop both long-and short-term strategic planning.	Did Not Answer 0 points	Somewhat Answered 2.5 points	Answered 4 points	Outstandingly Answered 5 points	S T R A T E G I C P L A N N I N G	
				X		
<p>What reviewers will look for:</p> <p>The Academy provides evidence that all stakeholders (teachers, parents, students, staff, and board members) have input into the process. Is there a specific time of year that strategic planning occurs? How is the process communicated to stakeholders? Once the strategic planning is complete, where is the Academy’s Strategic Plan housed? How often is the Strategic Plan reviewed and updated? How does the board ensure that it is appropriating resources to fulfill the stated Strategic Plan?</p> <p>Reviewer Comments:</p>						

Total Possible Points=5

3. Describe the Academy's process for determining and carrying out professional development for faculty and staff.	Did Not Answer 0 points	Somewhat Answered 2.5 points	Answered 4 points	Outstandingly Answered 5 points.	P R O F E S S I O N A L D E V E L O P M E N T	
				X		
<p>What reviewers will look for:</p> <p>How is professional development determined? How is classroom application monitored? Are topics revisited for reinforcement? Is it adequately funded? During the review period, how many new initiatives have been instituted and monitored? Professional development calendars, presenters, and staff check-in/check-out sheets may also be used as evidence of quality professional development practices.</p> <p>Reviewer Comments:</p> <p>Total Possible Points=5</p>						

4. Describe how the Academy has established a safe and orderly environment that is conducive to student learning and high academic expectations.	Did Not Answer 0 points	Somewhat Answered 2.5 points	Answered 4 points	Outstandingly Answered 5 points
				X
<p>What reviewers will look for:</p> <p>Evidence that all staff members share the responsibility in caring for student discipline on a daily basis. Do adults model the behavior they insist upon from the students? How does the Academy share its behavior expectations with staff, students, and parents? What behavioral programs have been implemented at the Academy (Character Education, Love and Logic, RTC, etc.)?</p> <p>Reviewer Comments:</p>				
<p>Total Possible Points=5</p>				

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5. As the Academy approaches reauthorization, what are the biggest challenges it faces? How does the Academy intend to address these challenges?	Did Not Answer 0 points	Somewhat Answered 2 points	Answered 3.5 points	Outstandingly Answered 5 points	C H A L L E N G E S / O P P O R T U N I T E S
<p>Total Possible Points=5</p>			X		
<p>What reviewers will look for:</p> <p>There will be narrative that shows long-range planning to address challenges facing the Academy. As much as possible, resources should be identified along with a timetable for implementation. Identify how the challenges have been incorporated into the School Improvement Plan, how the plan will be monitored, and by whom.</p> <p>Reviewer Comments:</p>					

**Mid-Contract Self-Performance
Tally Sheet**

Question	Points Possible	Points Awarded
1	5	4
2	5	5
3	5	5
4	5	5
5	5	3.5
Total Points		22.5/25

CBF Mid-Contract Performance Self Report

January 2015

#1.: Is the academy making academic progress relative to its contractual goals, the Progress Towards Treatment goals?

As a Strict Discipline Academy, Clara B. Ford Academy (CBF) has posed various challenges in looking at school achievement from commonly held perspective of MEAP, MME, Global Scholar, and the like. With high student turnover, averaging 3-6 months, these foci are seemingly irrelevant. During CBF's reauthorization, staff members from Ferris State University were in agreement that a more appropriate lens needed to exist for CBF. After a lot of probing discussions, the four Progress Towards Treatment goals to define student academic progress were agreed upon. These are:

Goal One: Reduction in Directed Time Outs (DTO) & Increase in Times Students Return to Class

Goal Two: Increase in Work Completion

Goal Three: Students will Indicate Higher Levels of Confidence in Their Ability to Succeed

Goal Four: Students will not Spoil the MME or ACT tests due to prohibited Behavior.

These goals are integrated with our Student Improvement Plan (SIP) and our Trauma-Informed Research project to drive our instruction and our mission. They are elaborately reported on twice a year

At CBF, we have infused the Trauma-Informed research project to assist us in achieving these goals. Initially we had many novice teachers who lacked experience in teaching strategies, classroom management, and working with our type of students. Rather than overwhelm the staff by fully focusing on each of these aspects, we *chunked* our strategies to optimize results. Classroom management is a key to providing a safe and learning environment. We began there. However, what we soon discovered that generally used methods of discipline were not effective in shaping our student's behavior. We sought answers. Our journey brought us to trauma-informed theory. All of our students (due to the nature of our facility and Vista Maria) have experienced a history of trauma and would benefit from interventions supported by trauma literature. We initiated the Trauma Informed research project to document our journey and create data to drive us forward. We set sail only to find ourselves encountering storms and rough seas! Mutiny was on the horizon! Many wanted to abandon ship—this was not what they had been taught or previously experienced. However, we hung fast and soon...arrived at calmer waters.

Trauma theory has given us a better and deeper explanation of our student's behavior. They are not just being oppositional or "out to get us"; they are reacting as trauma theory predicts. Their brains

CBF Mid-Contract Performance Self Report

have been rewired and strongly impacted by their experiences. We learned and continue to learn new interventions—the Monarch Room (MR) is one that aligned seamlessly with our Treatment to Progress Goal #1. This intervention is morphing into the trauma-informed, alternative to discipline strategy. The Monarch Room is designed to provide an alternative to traditional school discipline policies to increase the amount of seat time in class. The MR is a school intervention informed by literature that states that student suspensions and expulsions can be counterproductive (Greenwood, 2001; Griffin, 2011), and therefore was designed as an alternative to traditional school discipline policies in efforts to increase the amount of time students are in the classroom and learning. The MR is available throughout the school day and is managed by staff trained in counseling and trauma theory to provide positive, nurturing support to students while attending school. In the classroom, when a student's behavior escalates to the point of interfering with the learning of others, the student may refer herself or may be asked by the school staff to go to the MR. Once in the MR, various intervention strategies, including problem solving, cognitive (counseling), and sensory– motor activities are employed to assist students in de-escalating and regulating their emotions so that they may return to the classroom.

Staff documents frequency of each visit (citing individuals, class period, teacher, course content, and student program), the reason or trigger associated with the visit (classwork/assignments, home/court, teacher/staff, or peer conflicts and all intervention strategies (listed above) used to help the student to de-escalate and self-regulate. This process of assisting the student is intended to occur within a short period of time, approximately 10 minutes, with the goal of returning to the classroom where the student can demonstrate perseverance and emotional control to create a safe and orderly learning environment.

With the implementation of the Monarch Room, it became apparent that some students needed additional time to de-escalate and regulate their emotions and behaviors. Thus, the Dream Catcher Room (DCR) became its extension. It is located outside of the academy (in a unit building) and facilitated by a Vista Maria staff person. At this time, the DCR is in developing stages and has limited tools for interventions. The data collection is not as robust as the MR; however, the DCR is another level of support for students. Although students can remain in the room the entire school day, they generally return to class after an hour or so.

Over the last three years, we have been collecting MR data. We have met weekly to analyze the data and delve deeper. Upon analysis, we have expanded and deepened our understanding of how and why students use the MR. It is indeed a layer of support for them and staff.

Based upon the MR data, input from CBF staff, and advice from the Trauma-Informed Research team, this year we have decided to mindfully add sensory integration strategies and a focus on self-care.

CBF Mid-Contract Performance Self Report

Both of these components are aligned with trauma-informed theory. We have added (a) an Occupational Therapist (OT) to our Research Team to provide guidance on the use of sensory items; e.g., weighted blankets, fidgets, and balance board; and (b) elements of self-care for staff and students. The latter refers to strategies to help staff working in this challenging experience deal with the secondary trauma it necessarily impedes upon them. Through mindful activities and the development of a trauma-informed school culture committee, we are actively supporting staff. Likewise, beyond the strategies within the Monarch Room, we are developing *Student Success Plans* to incorporate self-care for students.

Our second Progress Towards Treatment goal is that student will complete more assignments; i.e., less Missing Assignments. The underlying assumption was that if students completed more of their assignments the probability of academic success would increase. One challenge is making sure that all staff are coding Missing Assignments in the exact same manner. Over time we have seen a decrease in refusal to do work (i.e., Missing Assignment). These could also be related to more engaging lessons and teachers who better understand behavior manifestations. (For more information and further discussion, see year end Progress Towards Treatment Goal reports.)

Our third Progress Towards Treatment Goal focuses on the utilization of one survey the *Smart Character Choices Student Needs Survey (SNS)*. However, through our trauma work, at this point in time, we have found that this survey alone does not provide us with a depth of understanding. Thus, we have expanded the type and number of surveys we administer. The selected research-based surveys are modified versions of:

1. Child and Adolescent Social Support Scale by Cheryl Somers
2. CROPS (Child Report of Posttraumatic Symptoms by Ricky Greenwald and Allen Rubin
3. Rosenberg Self-Esteem Scale by Morris Rosenberg

Our fourth goal deals with students not spoiling MME, MEAP, etc. Although we have made some headway, our students struggle here.

- Most of our students are intimidated by computer tests, thus, we are incorporating required computer-based quarterly exams to give them practice.
- Many students have low frustration levels and end tests abruptly when the computer does not work “how they want it to work”, they don’t know answers, or they do not understand the material. We have added a keyboarding class and required computer-based test to help students become more comfortable with computers. This continues to be an area of struggle for us.

CBF Mid-Contract Performance Self Report

- Our students are transient; i.e., they attend CBF on average four to six months. This negatively impacts the student's attitudes and behavior, e.g., when they first come to school, they are angry and do not complete initial assessments to the best of their ability; when they leave, they have an attitude of not caring, so they do not put forth effort. We are working with VM therapists to incorporate educational goals, utilizing Trauma Informed strategies, into their treatment plans to help students increase their tolerance of frustration and change their reactions to assessments. We have not been highly successful here.
- Our students, on the whole, have not been successful in the academic arena, and have great difficulty prioritizing education in their lives which negatively impacts their academic performance.
- Students fail to see the value in this type of testing; the results have little meaning for them, especially if they do not have secondary educational goals.

Our Progress to Treatment Goals provide us a balcony perspective of student achievement. We are mindful in our strategies. We have used a trauma-informed approach to help us better understand our students. We mindfully maneuver. We attempt new strategies. We collect and analyze data and then recalculate our route. Certainly, we have not reached the promised land; our journey is still met with storms, rough seas, and unexpected holes in the ship itself. But, we continue on because our cargo (the student) is precious and cannot be thrown away.

Some evidence to support:

- End of Year Progress Towards Treatment reports
- Monarch Monthly Reports
- Publications and Conferences

#2.: Outline the process all stakeholders within the Academy utilize to develop both long and short term strategic planning.

Clara B. Ford Academy (CBF) stakeholders believe in developing a continuous improvement plan encompassing both short and long term goals. Due to the nature of our environment as a Strict Discipline Academy housed on a residential facility that also maintains a separate, co-ed a community school (Vista Meadows Academy), our continuous improvement process is complicated and sometimes challenging. The three entities (CBF, Vista Maria, and Vista Meadows Academy) are, to some extent, interdependent. Thus, what impacts one entity, necessarily impacts, to some extent, the others. At times, some of CBF goals are not entirely within our control; e.g., expansion of program (due to reduction of Vista Maria intakes) and increasing usable space to meet CBF staff and academic needs (due to building restrictions).

The formal Strategic Plan, based upon our mission, is designed with input from all stakeholders and continuously reviewed via various strategies. The CBF Board formally addresses the plan at least yearly and develops the structure to design a new plan when the previous one has expired. Through Board meetings, conversations with CBF administration, discussions with CS Partner's budgeting and accounting office, the CBF Board members are able to ensure appropriate resources are available. Currently, an updated Strategic Plan is being finalized. The formal Strategic Plan is located in a hard copy binder in the CBF administrator's office; saved on CBF shared drive. Board members also have a copy and it is electronically transmitted to stakeholders. This year we will be exploring the usefulness of posting it on our web page.

In sum, the process of continuous improvement of our strategic plan, including both short and long term goals can be summarized in following diagram.

Evidence to support:

- Minutes from Strategic Planning sessions
- Regular board meeting minutes
- Articles reflecting pre/post survey and focus group data

CBF Mid-Contract Performance Self Report

Mission- Clara B Ford Academy’s mission is to engage our students in a safe, innovative learning environment within Southeastern Michigan that will enable them to function as contributing adults.

Vision- Our environment purposefully addresses the needs of the whole child while inspiring a passion for life-long learning that leads to the realization of dreams.

Strategies to Meet our Mission Goals Developed From:

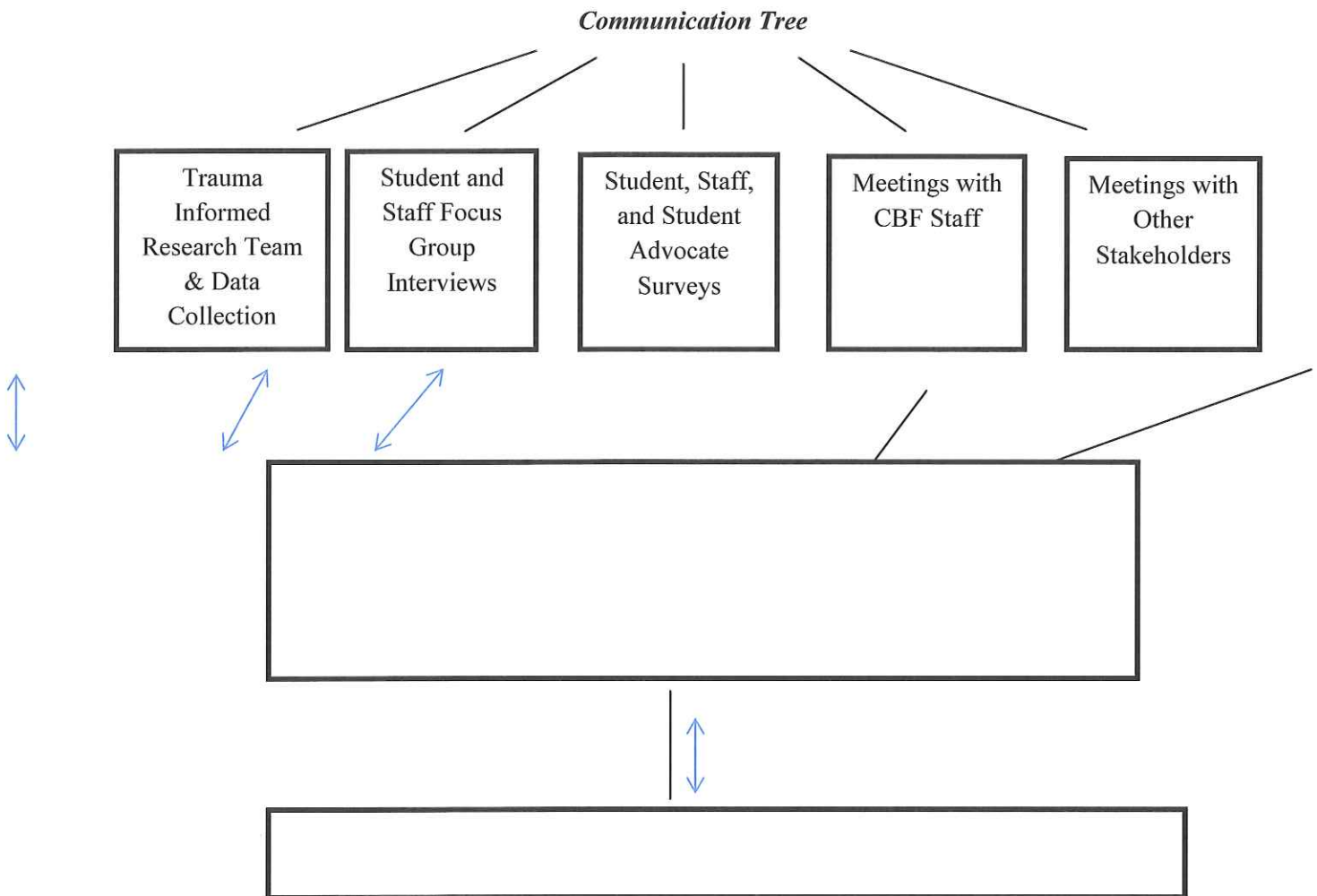
Trauma Informed Research Project

CBF Strategic Plan

Ferris State Progress to Treatment Goals

School Improvement Plan and Goals

Stakeholder Input (various forms including collaboration teams, cross campus meetings, students)



#3. Describe the Academy's process for determining and carrying out professional development (PD) for faculty and staff.

For the past three years, Clara B Ford Academy (CBF) professional development opportunities (PD) have primarily focused upon two aspects: Trauma Informed Teaching (including self-care) and instructional coaching and support to improve teaching skills; e.g., Understanding By Design (UBD) unit plans and assessments. According to Implementation Research 3-5 years is needed for any initiative to be implemented with fidelity. Thus, we have limited our professional opportunities to these two foci. We believe that we needed to “chunk” information and expectations, and *go slow, to go deep, to go fast*.

We arrived at these two foci via understanding of the needs of the staff through analysis of: staff and student surveys; student and staff focus groups responses; formal and informal individual and group discussions; individual and school-wide observations; alignment with SIP goals; and analysis of Progress Towards Treatment goals. Additionally, after each PD, staff is asked what other resources, information, or training opportunities would assist them in their roles at CBF. We have hired trauma trainers and utilized in-house professionals and presenters from WCRESA. We maintain sign in/out sheets as well as PD binder that contains handouts and notes of each session. There is a hard copy in the office as well as a virtual binder on our staff shared drive.

For the most part, these PD opportunities take place during the school day—before or after students leave and during our three hour a week designated PD (Tuesday 3-4pm and Wednesday 2-4pm). As needs arise, we send staff to PD opportunities off campus, mainly those offered through the ISDs. Funding for these initiatives has been adequate. We have been mindful and strategic in our purchases of materials, resources, and contractual agreements. We have utilized Title funds, received pro bono services, and continue to look for other grant opportunities to support our endeavors.

In terms of Trauma Informed initiative: Initially, many of our teachers were unable to address the classroom behavior and reacted with punitive methods that did not shape or change student behavior. In our quest to find an effective intervention, we began to explore the trauma research, especially understanding the impact of trauma on student's brain development and ability to self-regulate their emotions and behavior. A trauma trainer was hired; a research partnership was formed with Wayne State University. We approached our mission through the lens of research to evaluate the effectiveness of this strategy. We utilized on-going staff and student surveys, focus groups, and staff feedback of PD sessions to better understand their needs and drive future PD opportunities.

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The first year, our trauma work provided information; e.g., on how the brain is impacted when a student experiences a history of trauma and what interventions help students to self-regulate. Staff was exposed to whole group discussions and presentations, and participated in individual coaching sessions with the trainer. After each visit by the trauma specialist, the research team met to debrief, discuss challenges, successes, and to decide how to shape the next training session to best meet the stated and observed needs of the staff. Changes began to happen at CBF. That school year, we saw the birth of the Monarch Room (MR) as a supportive intervention for all students. An alternative to suspension and punitive interventions was born! We were moving towards the development of a trauma informed organization.

The second year, based on the positive changes seen by staff and their desire for deeper understanding, we again brought a trauma trainer to the table. We continued to seek input to drive our Professional Development opportunities (PD), paying particular attention to pre and post staff and student surveys and focus group responses. We began to look at both student hyper and hypo reactions in the classrooms. We enlarged the Monarch Room (MR) and created a Monarch Team (10 staff that had additional training to support the students). We introduced sensory interventions and the notion of *self-care*. Self-care encompasses strategies that staff can use both on and off campus to deal with the impact of secondary trauma. Such strategies include ways to help them stay focused in the moment, de-escalate their own emotions, and replenish their energy so they can continually serve the students. We continued to offer PD whole group and individual coaching as our professional development opportunities.

This third year, again driven by collected data and the expressed and observed needs of CBF students and staff, we have gone deeper into our trauma informed training. We deepened our sensory integration component (via pro bono collaboration with WSU's Occupational Therapist (OT) Department), and became more focused on staff self-care. We have become more mindful of centering activities during PD and strategies utilized by our School Culture committee—all enhancing opportunities for self-care. Additionally, we have continued whole groups and individual coaching by both a trauma specialist and an OT.

In terms of instructional coaching and support initiative: Initially, and for the most part, CBF staff members have been relatively young, new teachers who lacked experience and had limited “tools in their tool box” to create engaging lessons. Many of our teachers did not know what they did not know. They were passionate about wanting to help our students. Thus, last year (the second year of our trauma work), after they had a better handle on student behavior management, we brought in academic coaches to help them focus on their actual teaching techniques. These coaches supported our trauma work and the

CBF Mid-Contract Performance Self Report

philosophy of CS Partners in providing effective, educational opportunities. They adhered to the theories of the Du Fords' (PLC) and Understanding by Design (UBD). They provided whole group, department, and individual coaching. Lesson plans, unit plans, and assessments were discussed and continue to be developed. Academic resources meeting stated individual needs were sent to staff members. The coaches debriefed with the administrator sharing perceived needs, challenges, struggles, and strengths. This aided us in moving forward.

At the end of last school year, the coaches completed and analyzed a staff needs assessment identifying themes which will drive their interventions this year. Interestingly, some of the items themed *Things that Pull Us Off Task in the Classroom* and *Hot Buttons* fit very much into our School Improvement Plan (SIP) and Trauma Informed training goals. This year, we will be going deeper in development engaging and effective classrooms.

Simultaneously, we will plan PD opportunities to address staff requested skill development e.g., use of Smart Boards, PLATO ACCUCESS, Curriculum Crafter, and the like. We will look at ways to utilize in-house staff and train-the-trainer models to accomplish this.

In sum, for the past three years, we have focused our professional development opportunities on Trauma Informed training and individual coaching and support to improve teaching skills. CBF administration utilizes various forms of data collections, informal and formal, to determine the needs and desires of the staff and to design professional development opportunities to meet those needs We monitor the implementation of both of these foci via classroom and building-wide observations, Monarch Room data collection, individual coaching sessions, feedback surveys, and school-wide discussions. Additionally, we have incorporated components from these foci into our Staff Evaluation Rubrics. CBF staff overwhelmingly shared that they have found our professional opportunities beneficial and want them to continue.

Some evidence to support:

- Consolidated Plan
- PD binder and documents on shared drive
- Sign in/out sheets
- PD calendar
- Staff Evaluation Rubrics

#4: Describe how the Academy has established a safe and orderly environment that is conducive to student learning and high academic expectations.

Since our reauthorization, Clara B. Ford Academy (CBF) has looked at its mission through the lens of research, via Trauma Informed training. Trauma theory supports the notion that the brains of those who have experienced a history of trauma are significantly impacted. Student reactions, both behaviorally and emotionally, are many times intense reactions to their past experiences. Realizing that discipline utilizing suspension and ISS rooms never truly shape or, in the long run, change behavior for our students, we sought alternatives.

Complicated by the fact that some of our students are residential while others live in the community, we strived for a system that allows everyone to feel safe and provide order to the learning environment. We have adopted a philosophy that incorporates Choice, Attachment, Social Learning, and Trauma theories. In so doing, we are aiding our students in developing responsible behavior that will help them be productive citizens. To aid us in accomplishing this goal, students need to feel empowered and accepted. They need consistency, and appropriate adult models. We instituted a number of strategies to aid us:

1. Increasing time on task. We believe that when students are in their classrooms and obtaining necessary information, they are more likely able to increase their academic success. To remain in their classrooms, we needed to help them with self-regulation of behavior and emotions. Thus, through our Progress Towards Treatment goals, we have developed and continually refine our alternative discipline model. We have adopted an alternative to suspension model, via the Monarch Room (MR).
 - a) Initially, the MR was designed as a place for students to go and talk about their problems and reactions. Over time, the room has become a primary support system for students. Students continue to use it for cognitive problem-solving; however, we have expanded it to include emotional, nonverbal, and sensory supports.
 - b) We have refined our MR data and have come to understand that there are basically four reasons students utilize the room: class work/assignments, home/court issue, teacher/staff issue, and peer conflict. Additionally, based on mindful analysis of collected MR data, we have developed six intervention strategies: coping skills, sensory tools, problem solve, MR Intervention Plan, teacher/staff meeting, principal/School Supervisor Meeting with or without *Student Advocate* (defined as

CBF Mid-Contract Performance Self Report

any person who was legally responsible or a significant adult in the student's life; e.g., Vista Maria therapist/staff, Student Independent Living (SIL) worker, DHS worker, or therapist.), and *Dream Catcher Room*. (Dream Catcher Room is a relatively new intervention that removes student from the commotion of the academy and allows more time to de-escalate.)

- c) We continue to track frequency data and meet weekly to analyze the data—what is it telling us about our students? Their needs? Our interventions? All of this assists us in continually monitoring our system and aids us in providing a learning environment where students are learning responsible behavior to develop skills to use in the community.
2. Expanding our supports beyond the Monarch Room. Over the last three years, we have expanded our staff supports from a single person facilitating the MR to a team of professional, additionally trained staff. This team provides support services not only in the MR, but within the academy as a whole. The long range goal is to make the entire academy a MR, thus providing continuous supports throughout the school on many levels, to provide a safe and orderly learning environment.
3. Forming the *Navigation Team*. This shared leadership team consists of selected staff members (including a representative from Vista Maria) who join the School Leader, one-half day monthly, to address issues and explore solutions impacting student safety, behavior, and the learning environment. The team has developed policies and procedures, as well as, interventions to assist struggling staff. This team provides another network for staff to share their needs and concerns.
4. Deepening the nature and interventions of a School Culture Committee. Members from CBF and Vista Maria join together to create an environment conducive to learning. They work on impacting the student body as well as the staff. This year a number of its members will receive additional training through a workshop offered by WCRESA. The goal is to create a culture for students and staff that is safe, fun, and encourages learning.
5. Seeking active participation of Student Leaders. They meet regularly with two staff sponsors to provide input on policy and discuss issues impacting the academy. They have been instrumental in developing CBF into a “real school” in the eyes of the students. They design and implement activities supporting a safe and orderly learning environment.

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6. Involving Vista Maria staff in the classroom to support students and staff. They support academic needs of the students as well as step in when students are unable to self-regulate their behavior. Many times they attend our PD opportunities.
7. Developing safety/self-care plans for staff and students. Keeping a trauma-informed focus, we will be exploring individual strategies to self-regulate and provide self-care.
8. Refining and posting Emergency Plans. These plans are revised yearly and clearly visible in each room. Emergency drills (fire, tornado, lock down) are practiced as required.
9. Aligning policies and procedures to a trauma informed perspective. The academy has aligned its philosophy and policies with the trauma informed literature.
10. Logging individual student strengths and challenges into PowerSchool. These entries are seen by Vista Maria therapists and Monarch Team to aid in developing further supports for our students. They provide another means to collect data used to drive our interventions.
11. Hiring a part-time security person. He meets the students each morning and escorts them out at the end of the day. He attends our Trauma focused PDs to learn new skills to work effectively with these students. He has developed effective relationships with many of the students and is able to impact some of their inappropriate decisions.
12. Establishing an effective working relationship with the head of Vista Maria security. Mr. Young is eager to work with us in alleviating any potential problems with students or staff. This allows us to be proactive in providing a safe environment for all.

Most importantly, we believe the shaping of a student's behavior is the charge of everyone in the academy. All staff (including secretarial) attend our trauma focused PDs. Everyone deals with and supports regulation of behavior and emotions—student and staff. Classroom guidelines, supporting Responsible Behavior, are developed collaboratively with students and posted. This year, the staff collectively developed five non-negotiables that would allow staff and students to be more successful and support the safety of staff and students. These include: Non instructional staff will be in hallways during passing; staff shall ask students for passes when they see them out of classrooms; no student shall sit at or go in teacher's desk, no student shall use staff phone, iPad, computer, etc.; no outside food (or glass containers) is allowed in the classroom; and students will sit appropriately on furniture.

Our philosophy and expectations are shared with stakeholders in many ways:

- a. On-going professional development opportunities allow our philosophy, procedures, and concerns to be continuously addressed.

CBF Mid-Contract Performance Self Report

- b. Captain's Log is a publication by school administrator that includes explanation and reinforcement of the Academy's policy and expectations.
- c. Home-School-Community Committee is developing a publication, similar to Captain's Log for *Student Advocates* (defined as any person who was legally responsible or a significant adult in the student's life; e.g., Vista Maria therapist/staff, Student Independent Living (SIL) worker, DHS worker, or therapist).
- d. Classroom guidelines are jointly developed by teachers and students and posted in the classroom. Some building-wide procedures are posted on school walls. Classroom meetings help reinforce these guidelines.
- e. Monarch Room procedures are discussed with staff and students; they posted on shared drive.
- f. Student and staff handbooks are updated yearly and shared with students and *Student Advocates*. They are referred to whenever there is an infraction of stated policy.
- g. CBF web page contains information regarding our philosophy. This year, staff are designing individual, classroom web pages where these guidelines and other information will be shared with stakeholders, including *Student Advocates*.
- h. Admittance to Continuing Student Program (CS) is preempted with a meeting with student, CBF staff, and *Student Advocate* to explain the home-school connection philosophy we support, to discuss items in Handbooks (especially those relating to cell phone use and developing Responsible Behavior), and to agree to our Home-School-Student Compact.
- i. Staff participate in many meetings with stakeholders, including Title 1, Behavior Intervention Plans, Student Success Plans, 504 Plans, and IEPs.

Some evidence to support:

- Monarch Room Report
- Navigation Team minutes
- CBF web site
- Classroom guidelines
- Captain's Log
- Student & Staff Handbooks
- Home-School-Student Compact
- End Of Year Progress Towards Treatment reports
- Home-School-Community minutes

#5.: As the Academy approaches reauthorization, what are the biggest challenges it faces? How does the Academy intend to address these challenges?

We acknowledge the impact trauma has had on our student's academic achievement. As such, Clara B. Ford Academy (CBF) presents different challenges than what might be seen within a traditional High School. It is a Strict Discipline Academy (SDA) which affects student's educational consistency and classrooms numbers. Students enter and exist randomly throughout the year which creates additional space challenges. Currently, CBF provides education for students in middle and high school (5th -12th grades). Its students have academic and psychological needs that are best addressed in small classroom environment—ideally no more than 15 students at a time.

In order to refine and address our challenges, we are constantly debriefing with staff, students, *Student Advocates*, and our Research Team. (Note: We selected the term, *Student Advocate*, and defined as any person who was legally responsible or a significant adult in the student's life; e.g., Vista Maria therapist/staff, Student Independent Living (SIL) worker, DHS worker, or therapist.) During our Strategic Planning discussions, we have also identified challenges. From the CBF staff's perspective, identified challenges include:

Novice staff: The majority of CBF staff are new to the profession (less than 4 years teaching experience). CBF is a challenging environment for a seasoned teacher! Our staff struggle not only with the typical challenges a new teacher faces, e.g., classroom management, lesson planning, but also have a classroom of students with a history of traumatic experiences. Their toolboxes are brand new and limited in tools. Our challenge is how to support these teachers, develop their skills, and keep them passionate about teaching. Over the last three years, we have worked hard to get the right people on the right bus, seated in the right seat—a major challenge! To assist those that remain committed, we have broken down needed skills sets so as not to overwhelm our novice crew, brought in coaches and trainers, and built in internal mentors.

Staff retention. Overall, it seems that staff turnover in SDAs and PSA can be more frequent than traditional schools. This is certainly a constant concern in our SDA—the demands are great, and the rewards seem minimal to staff. Novice teachers generally make up our pool of candidates and unfortunately, their initial idealism is often overtaken by ineffective classroom management skills, student apathy, lack of engaging lessons, and poorer pay—so grass may look greener on the other side. We have focused a lot on this area and have put into place a number of strategies:

- Yearly stipends or raises based on performance criteria and commitment,

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- Monarch Team support,
- Mentors to assist with logistics of school,
- Content level mentors,
- School Culture Committee to make CBF a great place to work; looking at self-care and reinforcements for staff,
- Observations and feedback by administrative team, trauma training and academic coaches,
- Special education support staff to work with general education teacher on differentiating lessons, and
- PD opportunities based upon requests and needs of staff members.

Education Value. The majority of our students and their families are too easily sidelined by external circumstances that override their commitment to on-going education, so it is sometimes difficult to keep them engaged and progressing in school. We are collaborating with Vista Maria via an aftercare initiative to impact families before they leave Vista Maria's campus. We are looking into the WSU TIP program to provide mentors to our juniors and seniors. The JTS Dream program is providing small groups with interactive field trips to community centers (e.g., soup kitchens) and college campuses. Additionally, we are hosting career days to heighten student's interest and understanding of education's connection to their futures.

Transportation. Due to restrictions surrounding transportation of residential students, as well as the cost and availability of transportation, we are limited in providing students enrichment opportunities that could enhance their desire to complete and continue their education. We are again working with Vista Maria and Journey To Success (JTS) program to incorporate enrichment opportunities on campus and support transportation needs. Additionally, we are encouraging staff to explore field trips or bring experts to campus to help and/or mentor our students. We also are exploring other structures to the day and summer program to incorporate these needs.

Additionally, the majority of our Continuing Students lack reliable, sound means to get to school. Most students take 1-3 public buses in order to attend school. Many do not have the means to pay for discounted bus fares. The community transport system is not reliable, and the schedule rarely meets time needs of our students. They wait at dangerous, dark bus stops. Many are standing in the cold for 45 to 90 minutes. They have reported that public transportation pass them by, drivers stop for coffee, and the like. Limited availability prevents them from arriving on time and remaining afterwards to take advantage of after-school programs. Transportation continues to be a huge challenge. Currently, we are looking into grants, donations, Vista Maria van, and budget line item to help us address this need.

Breadth of academic differentiation. Many students have a history of truancy and experience huge gaps in their learning which impacts their perceived success in the classroom; many give up easily—we are utilizing para professionals and Vista Maria staff to encourage and academically support our students. We are exploring more creative means to create schedules that build in tutoring opportunities. Due to the revolving nature of our facility, the breadth of differentiation needed to academically support our students is huge. Teachers struggle to address the student's wide variance of academic levels. We have tried grouping students based on their academic level, special education staff support in developing lessons and providing direct service in the general education classrooms, offering PD opportunities, utilizing UBD—all have had some impact but we have not reached nirvana!

Pre/post assessment. We have not been able to find an effective, reliable, valid means of assessing direct academic progress upon entering and exiting CBF. Their length of stay many times negatively impacts the student's attitudes towards school assessment as well as their behavior: when they come to Vista Maria/Clara B. Ford Academy, they are angry and do not complete initial assessments to the best of their ability; when they leave, they have an attitude of not caring, so they do not put forth effort. We have worked with VM therapists to incorporate educational goals; we utilize Trauma-informed strategies. We have tried traditional means, e.g., Global Scholar, PLATO Accucess, with no appreciable success. We have added math and reading goals to our School Improvement Plan (SIP).

Pupil Accounting. Decreasing enrollment due to the legal system is moving away from residential placements. As a result, CBF and Vista Maria staffs are exploring alternatives such as housing human trafficking victims.

Vista Maria. Working in a host environment can be challenging in and of itself. CBF serves the educational needs of Vista Maria (VM) residence. Although our stated philosophies and missions are similar, the charted courses can look much different. To partly address this issue, we have also included a communication goal in our School Improvement Plan (SIP):

Many of the Vista Maria staff who are in the school have not had the Trauma Informed training our staff have, nor are they educators. As a result, there are interactions that sabotage our trauma-informed efforts. We have invited VM staff to all our PD; however, they are not able to attend because they are during the times that they need to monitor the residence. (Five have been coming to at least some of our trainings.) I have met with upper management and we are all in agreement, but we are still taking different courses in the school.

Sometimes a disconnect between the two entities occurs because the Vista Maria staff are not accountable to the academy/school leader. For example, although there is an agreement that the leader

should be included in the interviewing process for those assigned to the school, this has not been actualize. Some of the Vista Maria staff do not take directions from the CBF staff or school leader—we have had a VM staff state loudly “I am not a student” and walk out of a classroom when an administrator asked her to put her cell phone away. Although infractions of school policy may be dealt with by VM supervisors, this is not communicated to School Leader.

Research shows that frequent absences are forecast of future dropouts and our MR data documents that students with frequent absences use our support systems a great deal. We have had conversations with VM staff about the high number of *pull outs*; i.e., removing from classroom for psychiatrist session, medical appointments, etc. Although it is understandable that sometimes this is necessary; however, it seems that perhaps some could be completed after school hours. Every time a student leaves or enters a classroom, the learning is interrupted for everyone. There have been times when VM staff enter a classroom just to give a student a hug.

Many times, there are events, issues, and concerns in the residence that have potential impact on the school, yet there is not a consistent procedure for getting information from Vista Maria to Clara B Ford and visa versa. For CBF, we have instituted a number of feedback loops:

- We have provided articles for VM Newsletter,
- We have the VM Building Supervisor who is on all our committees, including the Navigation Team--designated as CBF shared leadership team—hiring, school culture, behavior plans,
- Provide PowerSchool access to VM staff to see student’s attendance, grades, discipline logs,
- School leader meets with VP of Vista Programs and CEO of VM regularly
- School Leader attends Integration meetings with VM staff.
- WE provide flyers and emails regarding event sin the school,
- We ask that our information, CS application be posted on their internal shared F Drive.
- VM School supervisor and building administration meeting throughout the day to update, address concerns, etc.

Spacing. Spacing is a huge challenge! As a public school, CBF must adhere to state and federal rules and regulations. The State via the Michigan Merit Curriculum requires specific courses to be offered in each content area in order for students to earn credit towards the state graduation requirements, and these classes must be taught by a *Highly Qualified* teacher (as defined by the state). Student enrollment, due to the turnover of our student population, makes it impossible to accurately identify the classes that will be of greatest need throughout the school year. Each grade level has specific requirements that must be met for grade promotion or graduation. The number of students in each grade level changes frequently

CBF Mid-Contract Performance Self Report

throughout the school year resulting in a class being completely full at one point in the year and then possibly becoming smaller throughout the report-card quarters or vice versa. In the midst of a quarter, classes cannot be closed or consolidated; thus, although student numbers may decrease/increase, our space needs cannot.

CBF struggles with lack of space to provide a good learning environment for all. We have been creative. Additional space is desired for providing a productive, successful education: Our spacing challenges include:

- All rooms are currently being used to full capacity; however, they are small and poorly lit. Projectors and Smart Boards take up precious floor space. Fifteen desks barely fit into the classrooms that must also house bookshelves, and file cabinets.
- Differentiation and pullouts: nearly half of CBF students are identified as Special Education, and nearly all of our CBF students are behind in regards to skill level and grade level completion.
- Group work: Due to many of the psychological needs our students have, especially the students in the continuing program who do not have access to mental health services, students would benefit from group counseling that could be provided by school social worker and community agencies, e.g., the U of M nursing students, WSU occupational therapist students who have done some work at CBF in the past.
- Library: many of our books and kindles that were purchased with title monies and we have nowhere to set up a library for students to use. Currently some are stored in back room, some in teacher's rooms.
- Computer lab: Recently we converted a classroom into a Read 180 and Computer lab. The lab is small but better than nothing. Initially we thought we might be able to hold two classes simultaneously, but we are finding this too distracting. Our need for Read 180 is expanding and we would like to initiate a similar program focusing on math. When the lab is not available, teachers who want to use the computers during their class period, must check them out, set them up, collect them and return them during the one class period. This is taking up valuable teaching time and, as a result, teachers are not using the computers. (This is also complicated by the fact that teachers share classrooms and teach multiple subjects, thus they are not able to set up at beginning of day and take back at end.)
- Space for Vista Maria staff who provide service in the school: they are using the hallways (where they sometimes congregate in numbers and noise affects nearby classrooms) or the

CBF Mid-Contract Performance Self Report

main office area where there are space and confidentiality issues). Their internet system access is limited to one room.

- Teacher work area: laminator, copier, die cutter, poster maker, bookbinder, paper cutter, fax, etc., and a table to assemble these learning items. This room could possibly also house some of the cabinets that are currently in classrooms storing materials. This would also allow the small classrooms on the first floor more space to arrange furniture that enhances project based learning.
- Assessments: A space for assessments such as standardized assessments such as the Smarter Balanced, Michigan Merit Curriculum, WIDA, SBA as well as surveys, and testing for special education. State assessments will soon be required to be completed on computers.
- Holding space: place for sick students or students who need to eat without being in classrooms, hallways, or office area where they can also be monitored.
- Conference Room: CBF would also benefit from a conference room as meetings are consistent and on-going. Mediation with students, audits, IEPs and *Student Advocate* (defined it as any person who was legally responsible or a significant adult in the student's life; e.g., Vista Maria therapist/staff, Student Independent Living (SIL) worker, DHS worker, or therapist), and teacher collaboration, meetings occur frequently.
- Middle School: Currently we are using two rooms in the CFRC and are not sure that this will always be available. The middle school program continues to fluctuates with regard to enrollment. Like the high school, we are not able to plan accurately how many students will be in upper middles school (7-8 grades) and lower (5-7). The classroom houses two instructors, one CBF para and at least 3 VM staff, along with the 20+ students. These students do not have access to the Monarch Room.
- Office Space: We have two school social workers and one small room for them to share and meet students. The Vista Maria School Supervisor is currently sharing office space with CBF office manager—this creates many problems with traffic, professionalism, and confidentiality.
- Monarch Room: As we develop our trauma informed school, it is apparent that the Monarch Room would better be utilized in rooms 110A & B. The wall between these needs to be moved to open the pace into one large room—this would allow access from both sides of the room, ability to spread out the various sensory tools, and provide more privacy as it is not

CBF Mid-Contract Performance Self Report

adjacent to classrooms. Also, if the building expanded to the second floor, there is a need to have a supplemental Monarch Room.

- Art Room: The current art room is very small. Students are limited in terms of the activities they can do and storage space for items. They students must all currently gather around one big table. This does not allow room for larger projects. There is not enough space to provide some of the art therapy strategies that would be most helpful for our poly-traumatic students. It would be most beneficial if the wall between 113 and 115 was removed and that entire space became the art room.
- Home Economics room: Our students need some basic life skills that could be developed in a Home Ec. class. Additionally, many of our CS need place to wash and dry their clothes.
- Receptionist Area: ideally, for safety reasons, a reception area where staff is that is able to monitor all four entrances and allows visitors to readily check-in.

In sum, Clara B. Ford has many strengths and also faces numerous challenges. Some challenges are beyond our immediate control. We work hard, although not always successfully, to find ways to overcome or deal with these challenges. Certainly, we have not reached the promised land; our journey is still met with storms, rough seas, and unexpected holes in the ship itself. We mindfully maneuver. We attempt new strategies. We continue on because our cargo (the students) is precious and cannot be thrown away.

Reauthorization/Mid-Contract Review Application Signature Page*

Board Signatures:

<u>Gale Laloche</u> Name	<u>1-12-15</u> Date
<u>Patricia Allaramea</u> Name	<u>Jan 12, 2015</u> Date
<u>[Signature]</u> Name	<u>1-12-15</u> Date
<u>Katherine Crossley</u> Name	<u>1/12/15</u> Date
<u>Sr. Janice Rushman</u> Name	<u>1-12-15</u> Date
<u>Jeanne C Martens</u> Name	<u>1-12-15</u> Date
_____ Name	_____ Date

Date of Board meeting review 1/12/2015

***Mid-Contract Review Self Study:**
Due to Epicenter no later than 5:00 pm, 15 business days prior to scheduled visitation



FERRIS STATE UNIVERSITY
CHARTER SCHOOLS OFFICE

February 20, 2015

Dear Members of the Clara B. Ford Academy Board:

I am writing in response to the Board's rebuttal letter to our Mid-Contract Review. We have reviewed your concerns with our scoring rubric and I have also discussed the specifics with Dr. Rizzo.

We appreciate your concerns with the rubric and will take them under consideration when we annually review it.

We again would like to congratulate the Board and school staff on your progress and achieving "Exceeding Standards" on your Mid-Contract Review, but will not be making any changes to your score. We hope you understand.

Sincerely,

Mr. Don Haist, FSU-CSO Team Chair

cc: Dr. Beverly Baroni, Principal, Clara B. Ford Academy
Mr. Chuck Stockwell, CEO, CS Partners
Ms. Maria Dockins, President, CS Partners
Mr. John Hackett, FSU-CSO Team Member
Mr. Jim Scholten, FSU-CSO Field Representative



Clara B Ford Academy
Board of Directors
20651 West Warren
Dearborn Heights, Mi 48127

Ferris State University Charter School Office
1020 Maple Street
Big Rapids, MI 49307

February 19, 2015

RE: Clara B Ford Academy Mid Contract Review scoring rubric.

Dear Dr. Rizzo,

We appreciate the offer to challenge the Mid Contract Review scoring rubric from your office and Mr. Don Haist.

During the Clara B Ford Academy's regular scheduled Board of Directors meeting on February 09, 2015, Mr. Haist, Mid-Contract Review Team Chair presented the draft of the Executive Summary from the Ferris State University Charter Schools Office Mid-Contract Review Team. During the Board meeting, questions arose about the scoring of three specific items related to the rubric: monthly quorum, staff/faculty stability, and School Improvement and Educational Goals

The Board, faculty and staff are very proud of the initial draft report score, which is within the EXCEEDS STANDARD category but none the less, we ask for clarification on the above listed items, we believe have been undervalued because of the limits of the scoring rubric.

Clarification Items

1. Governance Domain: Leadership Competency- Monthly Quorum Score 0/5, pg. 9

We are asking for the period to reflect each school year rather than the Mid Contract review period of 2.5 years. Because we exceeded three cancelled Board meetings in 2.5 years, we received zero points. Our Board meeting record for cancelled meetings indicates:

2012----2

2013----1

2014----2

The current rubric is too limiting within the scope of volunteers who are still working and must compete with their work schedules to attend the monthly Board meetings. The Board calendar is approved in August for entire school year. We are concerned about the scoring and feel that a score of zero which represent 2.5 years is not realistic. If you travel as part of your work, there are conflicts that cannot be



avoided. Again, we can not foresee the future commitments of our jobs and families and would hope that Ferris State University's Charter School Office would understand our dilemma and concern. We enjoy being a part of the Board and would like to continue this very important and valuable position but

don't want to be judged with the limiting rubric. We ask that you evaluate us on a yearly (school year) basis.

2. School Culture/Facilities Staff Stability Faculty, pg. 16

There are two levels of competency for the rubric, which are either meeting standards or falls far below standards. The Board is requesting that the review period be defined as a school year rather than 2.5 years. Lastly, we also ask for the review to be based on trends during the review period instead of either >40% or <40%.

We have included attrition charts to accompany this letter, prepared by the Educational Service Provider, CS Partners, to demonstrate a very positive trend since the 2012-13 school year.

Clara B Ford Academy changed Educational Service Providers in 2012. We also made contractual changes with Ferris State University Charter School Office. These were major changes that reflected a more appropriate school culture and climate, while strengthening the school relationship with Vista Maria. This "new" setting was:

- New school leader
- New Educational provider
- New academic goals for student achievement based on Trauma Informed Training instruction

Please consider the included attrition data (CBF Total Turnover by School Year, CBF Total Turnover Percentage by School Year, CBF Turnover Percentage by Position, CBF Turnover Comparison by School Year) as positive trends at Clara B Ford Academy, a strict discipline academy, rather than the current Mid-Contract review period. We feel that a more effective review period is from school year to school year.

3. School Improvement and Educational Goals, Pg. 19

The Board of Directors, Dr. Beverly Baroni, faculty and staff of Clara B Ford Academy are committed to the student achievement goals that were approved by Ferris State University Charter School Office. It is our understanding that, Ferris State University would define student achievement and educational goals within the emotional/affective domain while giving Trauma Informed direct curricular instruction to the students.



The academy has no control over the length of time that its residents will remain on campus. Therefore, objective measures (i.e. MEAP/M-STEP, ACT, SAT, Performance Series) are not appropriate measures.

We have included Monarch room data, which illustrates student growth and achievement as defined on an individual instructional level, that meet the goals of Ferris State University.

Please consider Dr. Baroni's included statement, as evidence of exceeding standard rubric language; all School Improvement Goals are directly connected to the academy's Educational Goals.

We value the working relationship with Ferris State University Charter School Office and look forward to our continued relationship.

Thank you for your consideration in this matter,

Gale LaRoche, President

Sr. Janice Rushman, Vice President

Patricia Claramunt, Secretary

Lisa Sasaki, Treasurer

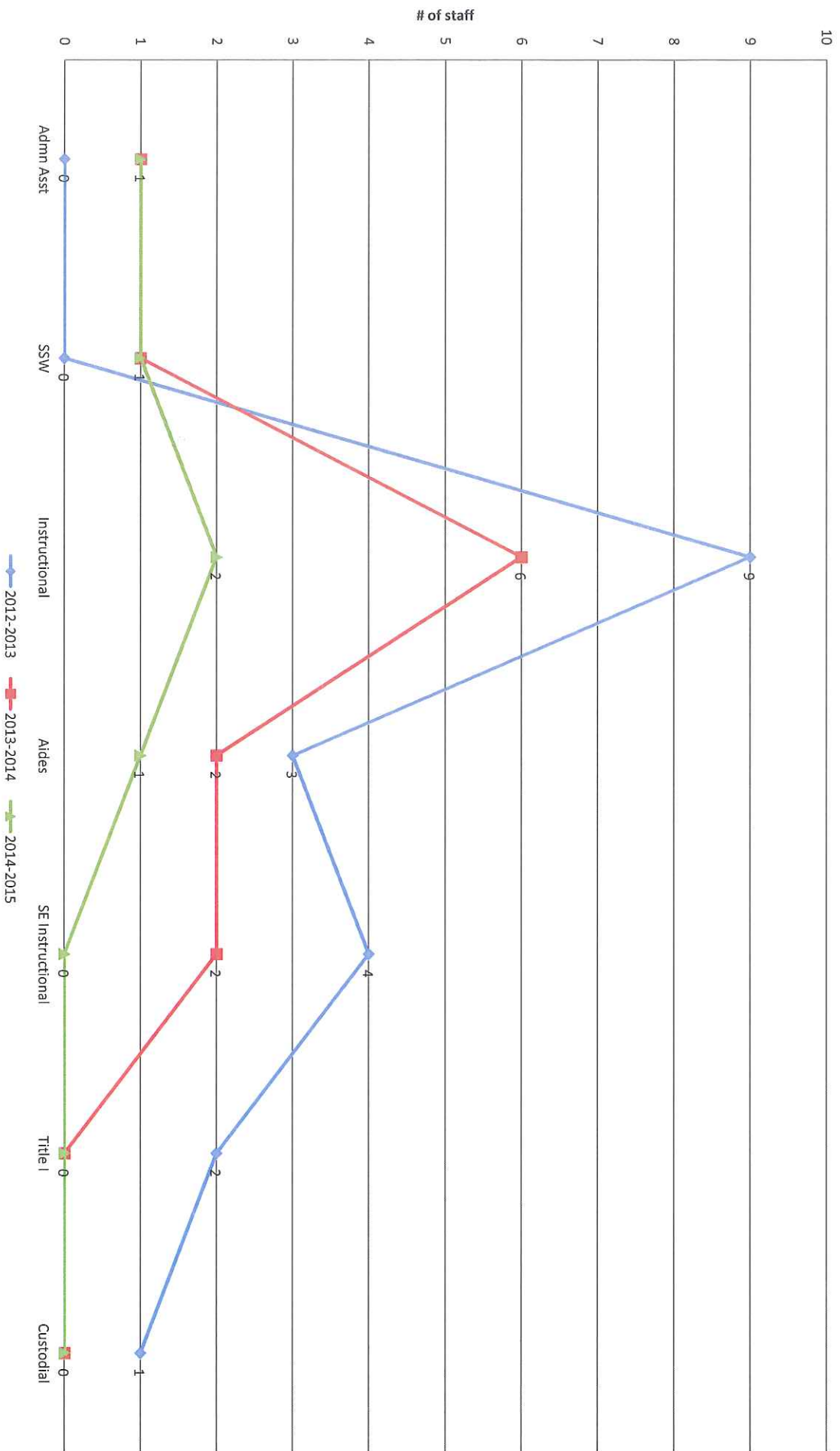
Katherine Crossley, Member

Jeanne Martens, Member

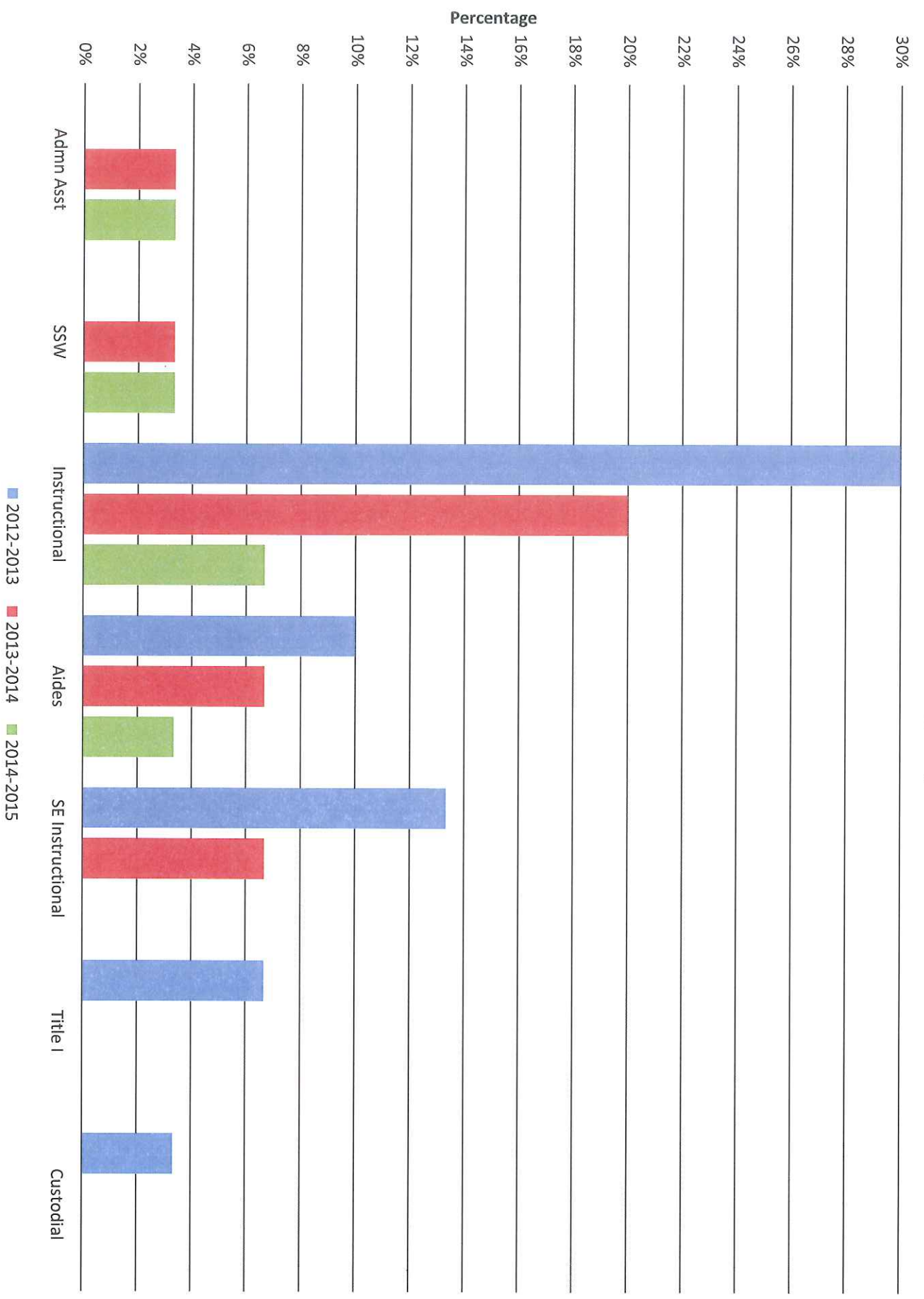
Enclosures

- a. CBF Attrition Data
- b. School Improvement and Educational Goals/Trauma Informed Training Information
- c. Monarch Quarterly Newsletter
- d. Monarch Room Summary- January 2015

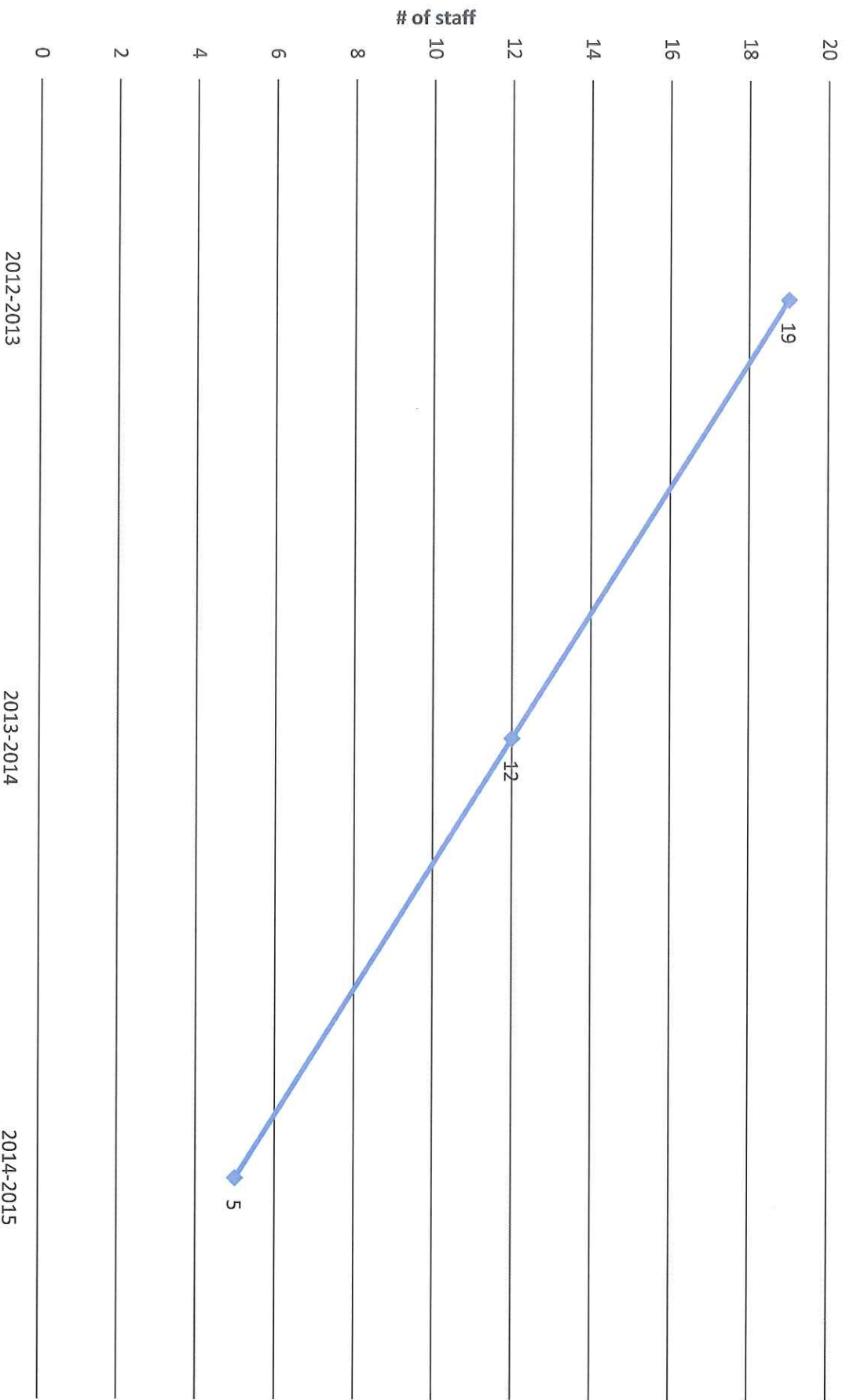
CBF Turnover Comparison By School Year



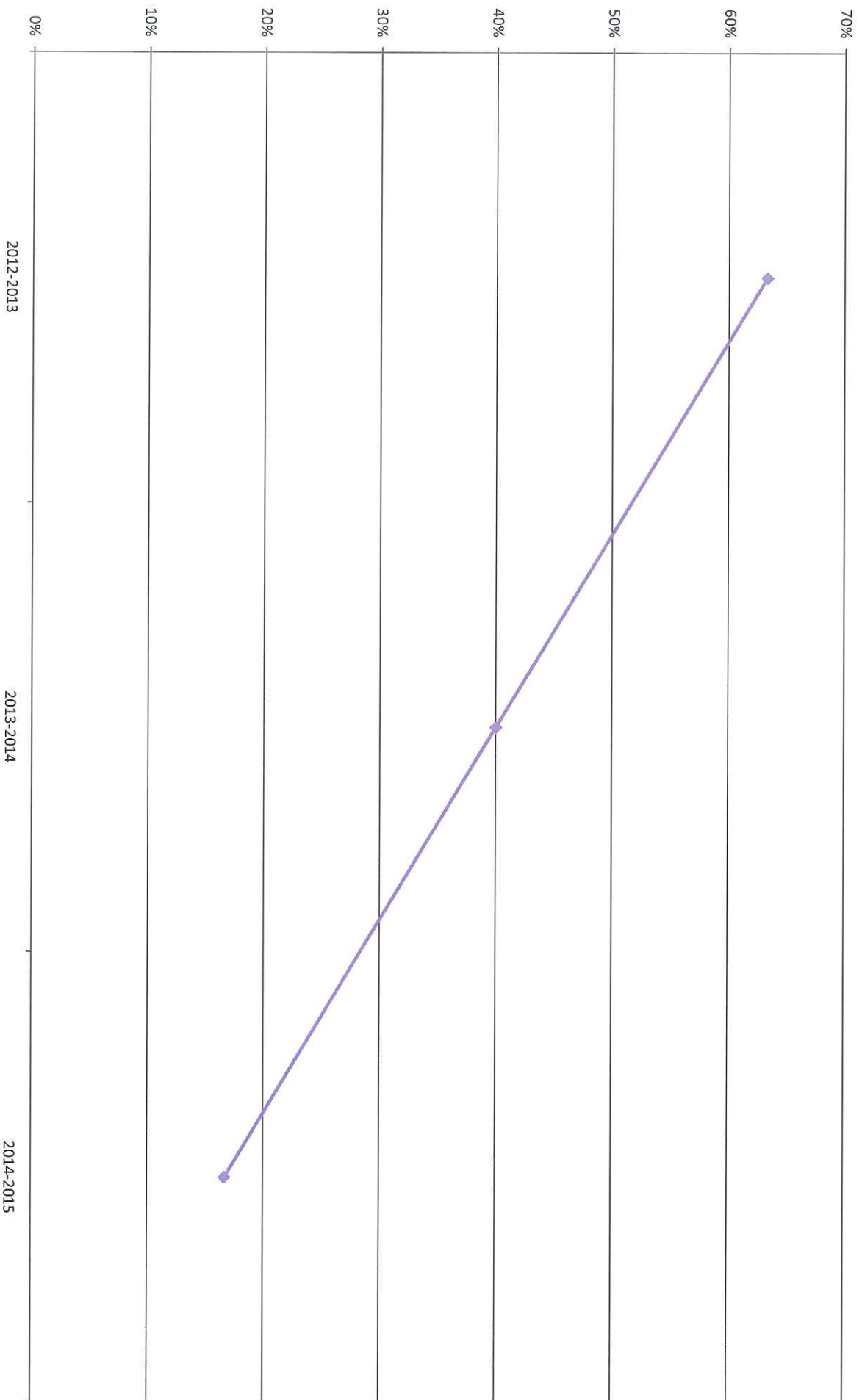
CBF Turnover Percentage By Position



CBF Total Turnover By School Year



CBF Total Turnover Percentage By School Year



the Monarch Quarterly

3RD QUARTER

Attitudes and Gratitude's Assembly!

Clara B Ford academy observed Thanksgiving with an *Attitudes and Gratitude* celebration in two events. Students express themselves in the forms of singing, poetry, and dance during a school-wide assembly. It was nice to see students acknowledge peers and staff for their support throughout the year. It was an event of reflection. The second was a luncheon hosted by Team Detroit-Mrs. Faye Poulos. Mrs. Dawn Waack, and Mrs. Cathy Watts arrived on campus with two large turkeys and decorations that transformed our cafeteria into a fine banquet hall! Students and staff enjoyed sharing a fully catered turkey meal with all the trimmings and delicious dessert together. *Attitudes and Gratitude* continues to be one of CBF's exciting school-wide events.

Community Resource:

Free Tax Service through Wayne Metro! Call (734) 284-6999 to make an appointment or prepare your own taxes online www.waynemetro.org



Classroom Highlight:

Students in Mr. Thakker's biology class completed the Unit on Cells. Above is an Animal Cell Model created by one of our awesome student!

Head lining next week: Mr. Thakker class will be working on the circulatory system, he will be bringing in a cow heart to be dissected.

Important CBF Dates!

February 1st-27th:
Black History
Month

February 11th:
Count Day

February 16th-20th:
Mid Winter Break
(School Closed)

February 23rd:
School Resumes

March 16th-20th:
Cultural
Awareness Week

Do you have Power School? Are you receiving School Reach calls for school closings and important updates? Please contact Ms. McBride at Minnie-mcbride@cbfacademy.com or (313) 436-0020.

Check out www.clarabfordacademy.com for teacher and staff webpage's and updates!

MONTHLY MONARCH ROOM SUMMARY January 2015

Submitted by: L. Bailey, Trauma Services Coordinator

Overview

Due to the nature of our facility, Clara B. Ford Academy (CBF) worked with Ferris State University to define student achievement from a balcony perspective. In so doing, CBF has implemented the Monarch Room (MR), an intervention designed to provide an alternative to traditional school discipline policies to increase the amount of seat time in class. The MR is available throughout the school day and is managed by staff trained in counseling and trauma theory interventions to provide positive, nurturing support to students while attending school. In the classroom, when a student's behavior escalates to the point of interfering with the learning of others, the student may self-refer herself or may be asked by the school staff to go to the MR. Once in the room, MR staff documents each visit, the reason or trigger associated with the visit, and all intervention strategies used to help the student to de-escalate and self-regulate. A Monarch Room Intervention Plan is written for a students that have been identified by the Monarch Team that are experiencing a specific issue that have shown the need for additional visits to the Monarch Room for a period of time. MIPs are created for one week and revised or discontinued at that time. Some examples include: Court hearings, family death, or significant medication changes. This process of assisting the student generally occurs within a short period of time, approximately 10 minutes, and upon return to the classroom, the student can demonstrate perseverance and emotional control, helping to create a safe and orderly environment where all students are free to learn.

Data from staff documentation of student visits is collected and reviewed weekly with the administration and discussed with Monarch Team. Data collected included Reason Codes, Intervention Codes, Student Programs, Teacher, Course, Time of Day, and Time In:

Reason Codes	Intervention Codes	Student Program
A-Classwork/Assignment	1- Cognitive (talking/counseling)	Beata
B- Home/Court	2- Sensory Item	Continuing Students(CS)
C- Teacher/Staff	3- Problem Solve	Donna Maria
D- Peer Conflict	4- Teacher/Staff Meeting	Lourdes
	5-School Supervisor/Principal Meeting	Myriam
	6-Dream Catcher	Rose
	7-Monarch Intervention Plan	Wings

MONTHLY MONARCH ROOM SUMMARY January 2015

Submitted by: L. Bailey, Trauma Services Coordinator

Teacher	Course
English -A	English (Reading)
English -B	Math
English -C	Science
Math -A	Social Studies
Math -B	Specials (Art, PE, Plato)
Science -A	Other (Psy, Lunch, etc.)
Science -B	
Social Studies -A	
Social Studies -B	
Specials -A	
Specials -B	
Specials -C	

Time of Day	Minutes
1 st Period	1-5 min
2 nd Period	6-10 min
3 rd Period	11-15 min
4 th Period	16-20 min
5 th Period	
6 th Period	
7 th Period	
Centering Time	
Lunch	

MONTHLY MONARCH ROOM SUMMARY January 2015

Submitted by: L. Bailey, Trauma Services Coordinator

WEEKLY SUMMARIES:

WEEK I January 5-9, 2014; Total (includes multiple visits by student, and repeat students): 35

Reason Codes	Frequency	Intervention Codes	Frequency
A-Classwork/Assignment	0	1- Cognitive (talking/counseling)	21
B- Home/Court	20	2- Sensory Item	12
C- Teacher/Staff	2	3- Problem Solve	0
D- Peer Conflict	12	4- Teacher/Staff Meeting	0
		5-School Supervisor/Principal Mtg	0
		6-Dream Catcher	1
		7-Monarch Intervention Plan	0

Teacher	Frequency	Course	Frequency
English -A	1	English (Reading)	9
English -B	1	Math	5
English -C	0	Science	1
Math -A	3	Social Studies	10
Math -B	3	Specials (Art, PE, Plato)	5
Science -A	0	Other (Psy, Lunch, etc.)	5
Science -B	3		
Social Studies -A	0		
Social Studies -B	4		
Specials -A	2		
Specials -B	3		
Specials -C	0		
Substitute	12		

Unit/Program	Visits
Beata	7
Continuing Students	0
Donna Maria	9
Lourdes	5
Myriam	1
Rose	13

MONTHLY MONARCH ROOM SUMMARY January 2015

Submitted by: L. Bailey, Trauma Services Coordinator

Time of Day	Visits
1 st Period	2
2 nd Period	7
3 rd Period	4
4 th Period	3
5 th Period	4
6 th Period	6
7 th Period	6
Centering Time	2
Lunch	0

Minutes	Visits
1-5 min	11
6-10 min	12
11-15 min	10
16-20 min	2

Analysis: The total number of Monarch room visits is extremely low, totaling 34. Reason Codes B-Home/Court and D-Peer Conflict had highest totals, which follow pattern of previous weeks. Cognitive is the most used intervention, students returning from Christmas holiday break are sharing their holiday experiences. This is compared in relation with Reason Codes B-Home/Court.

Substitute teachers have the highest total 12, in a distance first place. The second highest teacher, Social Studies-A has a total of only 4 visits. It is not unusual that student visit the Monarch Room when a Substitute teacher is present. Students often complete assignment and request the Monarch Room.

One of our goals in creating the Monarch Room is to increase time spent in the classroom by providing support when students are escalated and/or triggered. The Duration table shows that student spend equal amount of time out of class in categories 1-5 minutes, 6-10 minutes, and 11-15 minutes. The Monarch Team will discuss ways to decrease 11-15 minutes category and increase 1-5 minutes and 6-10 minutes. Student visits that are 16-20 minutes or more will be "flagged" each week for discussion.

MONTHLY MONARCH ROOM SUMMARY January 2015

Submitted by: L. Bailey, Trauma Services Coordinator

The Class Period table shows student visits each hour. The goal is to track the time of the school day where student use the Monarch Room most. Week I shows 2nd period has most visits this week totaling 7. 6th and 7th hour have second highest visits 6 each. Student 1 (DM) had highest number of Monarch Room visits totally only 3. Two of her visits were on the first day that she returned to school, Wednesday January 7, 2015. Student 1 (DM) informed Trauma Coordinator upon arrival to school that her mom passed away on Sunday January 4, 2015. She was encouraged to use the Monarch Room to help her during this difficult time. Week I data includes new information presented in Weekly Summary. Class Period and Duration tables have been added.

WEEK II January 12-16, 2014; Total (includes multiple visits by student, and repeat students): 58

Reason Codes	Frequency	Intervention Codes	Frequency
A-Classwork/Assignment	5	1- Cognitive (talking/counseling)	29
B- Home/Court	25	2- Sensory Item	17
C- Teacher/Staff	6	3- Problem Solve	7
D- Peer Conflict	22	4- Teacher/Staff Meeting	0
		5-School Supervisor/Principal Mtg	1
		6-Dream Catcher	3
		7-Monarch Intervention Plan	0

Teacher	Frequency	Course	Frequency
English -A	6	English (Reading)	16
English -B	7	Math	8
English -C	0	Science	9
Math -A	5	Social Studies	8
Math -B	1	Specials (Art, PE, Plato)	14
Science -A	5	Other (Psy, Lunch, etc.)	4
Science -B	4		
Social Studies -A	5		
Social Studies -B	2		
Specials -A	3		
Specials -B	5		
Specials -C	0		
Substitute	7		
Other	2		

Unit/Program	Visits
Beata	6
Continuing Students	13
Donna Maria	9
Lourdes	9

MONTHLY MONARCH ROOM SUMMARY January 2015

Submitted by: L. Bailey, Trauma Services Coordinator

Myriam	3
Rose	16

Time of Day	Visits
1 st Period	5
2 nd Period	9
3 rd Period	6
4 th Period	5
5 th Period	11
6 th Period	12
7 th Period	7
Centering Time	0
Lunch	2

Minutes	Visits
1-5 min	14
6-10 min	17
11-15 min	9
16-20 min	11
20-25 min	4

Analysis: The total for Reason Code D-Peer Conflict is high for Week II. There were several 3-Problems Solve interventions used to resolve student conflicts without physical confrontations or suspensions. The School Supervisor and Trauma Services Coordinator facilitated a focus group that explored student's response to suspension and other consequences. One student was selected from each program totaling six. The information collected will be used to create alternatives to suspension and allow fewer missed school days and a response to student actions that provide a life lesson that promotes accountability.

There were no students with four or more visits. There were four students documented with three visits this week. Student 1 (CS) and Student 2(CS) participated in Problem Solves and resolve their issues. Student 3 (R) continues to struggle with grief and was referred to the school social worker, who is also a member of the Monarch Team. Student 4(R) is a new student return to Vista Maria who struggled with peer relationships and teachers. She was formally a Middle School student at CBF and is in 10th grade.

MONTHLY MONARCH ROOM SUMMARY January 2015

Submitted by: L. Bailey, Trauma Services Coordinator

One of Student 4 (R) visits was initiated by the Trauma Services Coordinator to follow-up on transition in an effort to be pro-active to any issues.

Although Monarch Team members offer all interventions to students, data continues to show that students often chose to talk about issues with Monarch Team members, re-focus and return to class.

The highest time of day that students visited the Monarch room this week is 5th and 6th period. The total visits are not alarming but collection of this data allows tracking of time of day as well. Students visits at the beginning of the day, before or after lunch, and the end of the school day.

WEEK III January 19-23, 2014; Total (Includes multiple visits by student, and repeat students): 46

Reason Codes	Frequency	Intervention Codes	Frequency
A-Classwork/Assignment	7	1- Cognitive (talking/counseling)	24
B- Home/Court	18	2- Sensory Item	14
C- Teacher/Staff	3	3- Problem Solve	3
D- Peer Conflict	18	4- Teacher/Staff Meeting	3
		5-School Supervisor/Principal Mtg	0
		6-Dream Catcher	0
		7-Monarch Intervention Plan	0

Teacher	Frequency	Course	Frequency
English -A	4	English (Reading)	12
English -B	6	Math	10
English -C	0	Science	3
Math -A	5	Social Studies	5
Math -B	5	Specials (Art, PE, Plato)	11
Science -A	1	Other (Psy, Lunch, etc.)	5
Science -B	2		
Social Studies -A	2		
Social Studies -B	3		
Specials -A	0		
Specials -B	1		
Specials -C	5		
Substitute	10		
Other			

Unit/Program	Visits
Beata	6
Continuing Students	9
Donna Maria	7
Lourdes	11

MONTHLY MONARCH ROOM SUMMARY January 2015

Submitted by: L. Bailey, Trauma Services Coordinator

Myriam	0
Rose	13

Time of Day	Visits
1 st Period	9
2 nd Period	4
3 rd Period	7
4 th Period	1
5 th Period	12
6 th Period	8
7 th Period	5
Centering Time	0
Lunch	0

Minutes	Visits
1-5 min	9
6-10 min	24
11-15 min	8
16-20 min	3
20-25 min	2

Analysis: Week III is a four day week that include the Martin Luther King holiday, Monday January 19, 2015. Quarter 3 began Week III with new student enrollment, In- Unit school transfers to Main Building, and some class changes for current students. Classwork/Assignment and Teacher/Staff issues totaled ten visits and could be attributed to students and teachers becoming familiar with each other during the first week of Quarter 3.

In addition, CBF Art teacher resigned and classes were covered by Substitute teachers. As a result, the highest number of visits for teacher is the Substitute teacher all from Art class. Administration is working to replace the Art teacher as well as hire a long-term substitute that will give students a sense of stability until the position is filled.

Rose Hall had the highest visit with the highest Student 1 (R) with a total of four visits. There were two problem solves with Rose Hall residents who had issues with each other. Rose Hall staff participated in both problem solve sessions. Incidents that occur in the residential unit between students are sometime

MONTHLY MONARCH ROOM SUMMARY January 2015

Submitted by: L. Bailey, Trauma Services Coordinator

carried to school and become a distraction in academic progress. This information is shared with the Residential Hall supervisor. Lourdes Hall has the second highest visits, only two less than Rose Hall. Most In-Unit transfers to Main Building during Week III were residents of Lourdes Hall.

In response to high Home/Court and Peer Conflict totals, selected students will participate in group sessions that began in Week III. Ms. Allison facilitates JTS-CS group sessions each Monday with students in the Continuing Program. Ms. Rollins, CBF SSW, and Ms. Bunnell, CBF support staff facilitates CBF Group sessions with selected residential and continuing students.

WEEK IV January 26-30, 2014; Total (includes multiple visits by student, and repeat students): 48

Reason Codes	Frequency	Intervention Codes	Frequency
A-Classwork/Assignment	2	1- Cognitive (talking/counseling)	20
B- Home/Court	14	2- Sensory Item	16
C- Teacher/Staff	9	3- Problem Solve	0
D- Peer Conflict	23	4- Teacher/Staff Meeting	0
		5-School Supervisor/Principal Mtg	2
		6-Dream Catcher	5
		7-Monarch Intervention Plan	0

Teacher	Frequency	Course	Frequency
English -A	4	English (Reading)	8
English -B	3	Math	7
English -C	0	Science	7
Math -A	4	Social Studies	9
Math -B	3	Specials (Art, PE, Plato)	12
Science -A	6	Other (Psy, Lunch, etc.)	3
Science -B	2		
Social Studies -A	4		
Social Studies -B	2		
Specials -A	0		
Specials -B	0		
Specials -C	0		
Substitute	11		
Other	5		

Unit/Program	Visits
Beata	7
Continuing Students	7
Donna Maria	3
Lourdes	11

MONTHLY MONARCH ROOM SUMMARY January 2015

Submitted by: L. Bailey, Trauma Services Coordinator

Myriam	1
Rose	18

Time of Day	Visits
1 st Period	9
2 nd Period	7
3 rd Period	7
4 th Period	6
5 th Period	4
6 th Period	4
7 th Period	6
Centering Time	0
Lunch	2

Minutes	Visits
1-5 min	16
6-10 min	21
11-15 min	8
16-20 min	1
20-25 min	0

Analysis: Substitute had the highest total visits during Week IV. CBF administration continues to interview candidates to fill open teacher positions. Math teacher unexpectedly resigned mid-week, students were prepared for Friday as the teacher's last day in the classroom. The abrupt change in the exit date may have triggered some students. The remaining two days of the week were taught by a substitute. CBF administration has hired replacement Math teacher to begin next week. Stability with new teacher should result in less students Monarch Room request.

There are high total visits with peer conflict, but there are no problem solves recorded. Students record issues with peer in residential unit. Some Continuing Students had issues that occurred after school that were triggered during school. Monarch Room attendant de-escalate students and re-focus them to academics during school. Most students return to class ready to learn in 10 minutes or less.

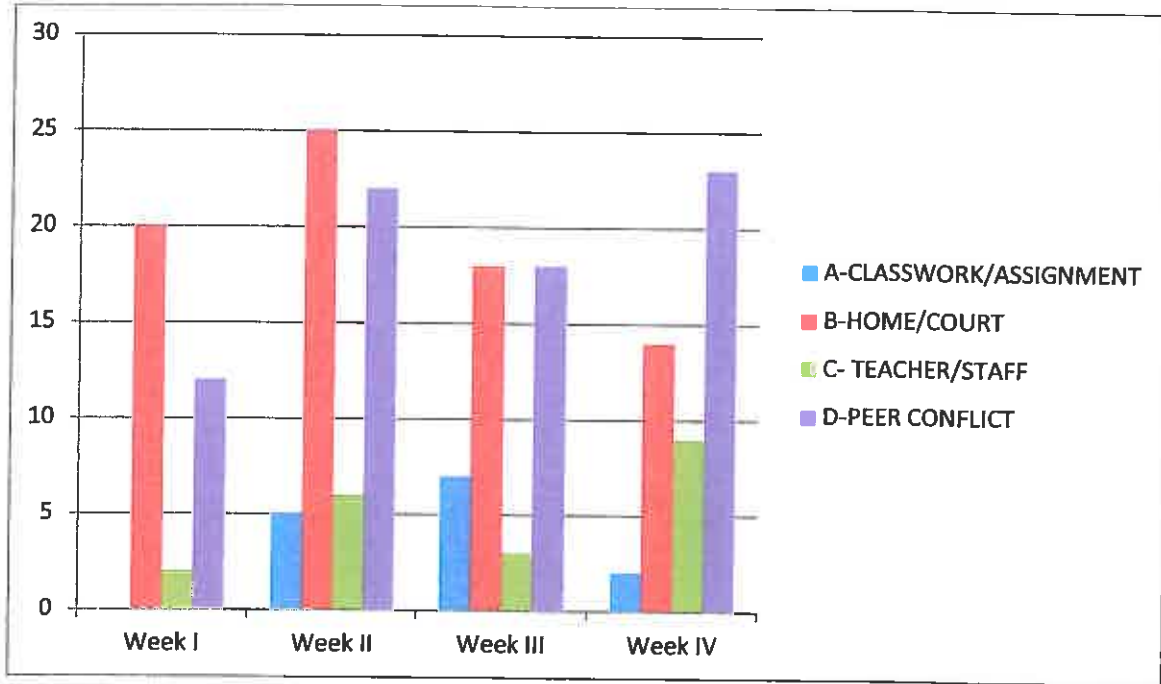
MONTHLY MONARCH ROOM SUMMARY January 2015

Submitted by: L. Bailey, Trauma Services Coordinator

Lourdes Hall students have had peer conflict with students from various residential halls. Two days during lunch period several Lourdes Hall students were removed from cafeteria.

MONTH DATA:

REASON CODES



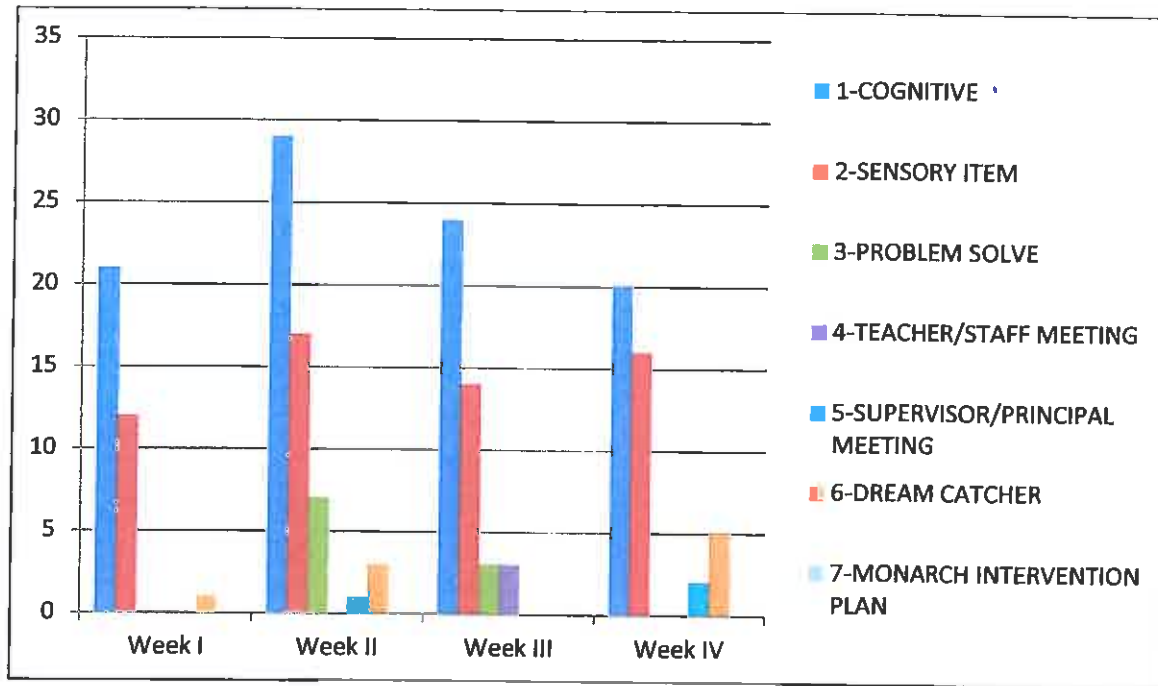
January Percentage Totals:

REASON CODES (N=Number of student visits)	Week I	Week II	Week III	Week IV
A-CLASSWORK/ASSIGNMENT	0% N=0	9% N=5	15% N=7	4% N=2
B-HOME/COURT	59% N=20	43% N=25	39% N=18	29% N=14
C-TEACHER/STAFF	6% N=2	10% N=6	7% N=3	19% N=9
D-PEER CONFLICT	35% N=12	38% N=22	39% N=18	48% N=23

MONTHLY MONARCH ROOM SUMMARY January 2015

Submitted by: L. Bailey, Trauma Services Coordinator

INTERVENTION CODES



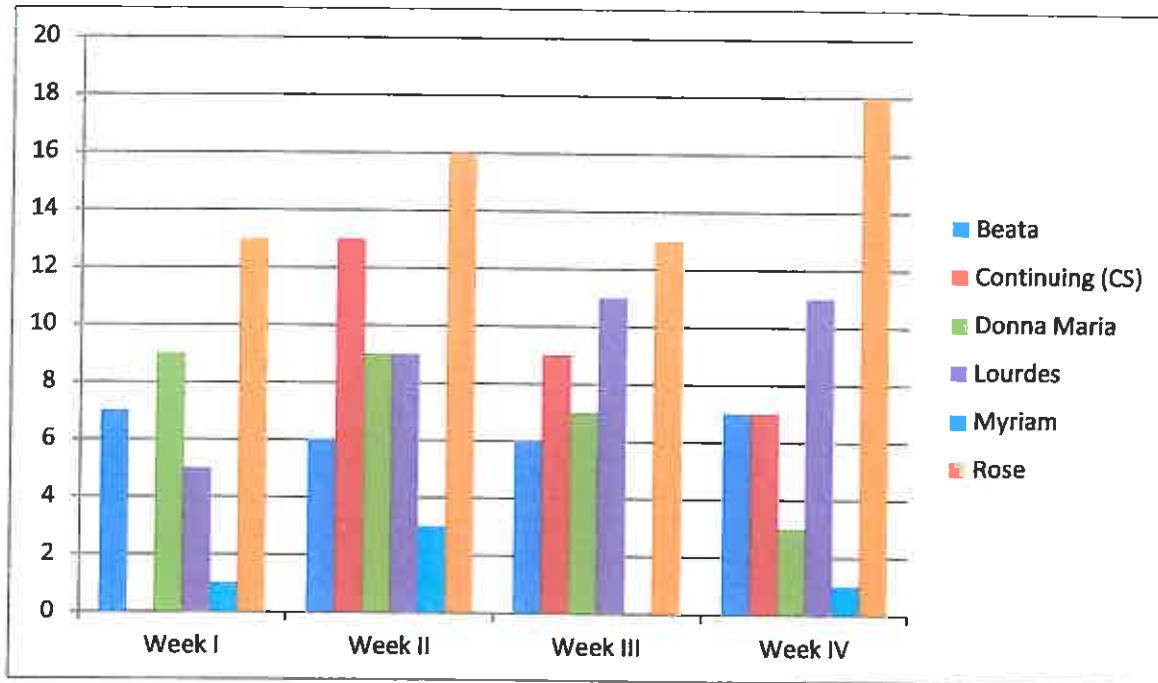
INTERVENTIONS (N=Number of student visits)	Week I	Week II	Week III	Week IV
1-COGNITIVE	62% N=21	51% N=29	55% N=24	47% N=20
2-SENSORY ITEMS	35% N=12	30% N=17	32% N=14	37% N=16
3-PROBLEM SOLVE	% N=0	12% N=7	7% N=3	% N=0
4-TEACHER/STAFF MEETING	% N=0	% N=0	7% N=3	% N=0

MONTHLY MONARCH ROOM SUMMARY January 2015

Submitted by: L. Bailey, Trauma Services Coordinator

5-PRINCIPAL/SUPERVISOR MEETING	% N=0	2% N=1	% N=0	5% N=2
6-DREAM CATCHER ROOM	3% N=1	5% N=3	% N=0	12% N=5
7-MONARCH INTERVENTION PLAN	% N=0	% N=0	% N=0	% N=0

STUDENT PROGRAM/UNIT



Number of Visits per Program (includes multiple visits by student, and repeat students)

Program	Number of Visits
Beata	26
Continuing Student (CS)	29
Donna Maria	28
Lourdes	36
Myriam	5
Rose	60
Wings	N/A

MONTHLY MONARCH ROOM SUMMARY January 2015

Submitted by: L. Bailey, Trauma Services Coordinator

JANUARY SUMMARY:

Monarch Room December total student visits: 184

January data shows increase in peer conflicts involving students from several programs. Appropriate Interventions were used in each case.

Students that reside in Lourdes hall had several visits to the Monarch room during January. Although, most Lourdes hall residents participate in a detention treatment program, most function well in Main Building School. Problem solves were facilitated by Trauma Services Coordinator and the School Supervisor. Unfortunately, several Lourdes hall students continued to have conflicts with students who reside in other residential hall. Lourdes hall supervisor was notified of lunch room and class disruptions that were a result of these issues. Lourdes hall supervisor will meet with staff and therapists to determine if some students may be better served in Lourdes Hall In-unit classes.

Each month Rose Hall has the highest total of Monarch Room visits, they are our most "needy" students who utilize the Monarch Room appropriately as a support to stay in school all day. However, this month's data shows reason codes that indicate issues with peers. Recorded details by Monarch Team members show that Rose Hall students have conflict with each other. Rose Hall students struggle in the beginning of the day most visits 1st through 3rd periods. Problem Solves have occurred in the Monarch Room with Trauma services Coordinator and Rose Hall school staff. Rose Hall supervisor was made aware of incidents that occur in residential hall over the weekend or in the evening, unresolved issues flow to school. Several individual and group sessions were conducted by therapists and Rose Hall staff with students at residential hall. Rose Hall experienced a traumatic event during the Christmas break; students may have residual traumatic effects that are being displayed. The Trauma Coordinator will keep school supervisor and Rose Hall supervisor informed of progress.

Several Continuing Students that participate in the JTS after school program had issues that have been communicated to CBF administration. Problem Solves have resolved these conflicts. Data shows that recently accepted Student 1 (CS) has been involved in multiple conflicts. It is not unusual for students transitioning to the Continuing Program to struggling during the first couple weeks. In an effort to be proactive, the Assistant school leader and Trauma Services Coordinator met with Student 1 (CS), and Student Advocate (mother) to discuss ways to help Student 1 (CS) become successful in school.

MONTHLY MONARCH ROOM SUMMARY January 2015

Submitted by: L. Bailey, Trauma Services Coordinator

Peer conflicts were high but there were no suspensions issues during January. The Monarch Team has collaborated with CBF administration, Residential Hall supervisors, therapist, JTS After-School coordinator, and Student Advocates to encourage appropriate behavior during school.