HENRY FORD ACADEMY
ANNUAL REPORT
2020-2021 SCHOOL YEAR
Dear Henry Ford Academy Parent(s)/Guardian(s) and Students,

Governor Whitmer, by executive action on April 2, 2020, has closed all K-12 buildings for the remainder of the 2019-2020 school year. Every school district or public school academy is required to develop a plan to keep students learning until the end of the school year. Our school year ends on Wednesday, June 17, 2020. Seniors' last day is on Friday, May 22, 2020. The Academy’s administrative team, working with the teaching staff, support staff, and school improvement team members has developed our plan. It will be presented to our Board of Directors on Thursday, April 16, 2020 at 9:00am for approval. You can view the Board meeting by going to our website at www.hfa-dearborn.org after which it will be sent to WRESA for final approval.

We are pleased to report that our staff has been implementing most elements of the plan since we first closed school on March 13th; especially parts of the plan related to continuous learning. After approval by the Board of Directors later this week, the plan will be implemented in its entirety and will be posted on our website.

How students are graded during the school closure is in the plan. We realize this is important to students and parents. Students will receive one of two grades on their transcript for the courses they are taking now. They will either receive a “P” (Passed the class. Earned 0.5 credit) or an “I” (Incomplete. Did not pass the class. Earned zero credit. Does not factor into student’s grade point average). Students who receive an “I” will be able to make up the work without penalty up through their date of graduation or at the time of withdrawal from HFA.
SCHOOL THEME

Rising to the Challenge

Comfort Zone
Challenge

V+
# Continuity of Learning and COVID-19 Response Plan

<table>
<thead>
<tr>
<th></th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission Date</td>
<td>April 15, 2020</td>
</tr>
<tr>
<td></td>
<td>April 8 - April 28</td>
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<tr>
<td>District</td>
<td>Henry Ford Academy</td>
</tr>
<tr>
<td>District Address</td>
<td>20900 Oakwood Blvd, Dearborn, MI 48124</td>
</tr>
<tr>
<td>District Code Number</td>
<td>82926</td>
</tr>
<tr>
<td>Superintendent Name</td>
<td>Cora Christmas</td>
</tr>
<tr>
<td>Superintendent Email</td>
<td><a href="mailto:cchristmas@hfa.dearborn.org">cchristmas@hfa.dearborn.org</a></td>
</tr>
<tr>
<td>Intermediate School District</td>
<td>Wayne RESA</td>
</tr>
<tr>
<td>Authorizing Body (If Applicable)</td>
<td>Wayne RESA</td>
</tr>
</tbody>
</table>
Planning and Preparation

Administrative Team developed a Continuity of Learning and Covid Response Plan
PANDEMIC Programs

• SCHEDULES

  – V+ (September - 2020- April 2021)
  – Hybrid (May 2021-June 2021)

  – DAILY SCHEDULE--40 minute classes, Daily office hours, Asynchronous Wednesdays
PANDEMIC FUNDING

• Multiple Streams of COVID-19 related funding in 2020-21

CARES Act (March 2020): ESSER I; GEER I
CRRSA Act (Dec 2020): ESSER II (going forward)
ARP Act (March 2021): ESSER III (going forward)
State of Michigan (2020): School Aid CRF; District COVID-19
PANDEMIC Programs

• SAFETY

– **Safe Facilities**--Portable sinks; plexiglass panels; sick rooms; COVID signage; enhanced cleaning; HVAC study

– **PPE**--Hand sanitizer/dispensers; disinfectant; face masks; gloves; digital thermometers

– Rapid COVID Tests
PANDEMIC Programs

• TEACHING & LEARNING (Tier 1)
  – Curriculum—Adopted Florida High School Virtual Curriculum
  – Curriculum—Teacher-developed virtual courses
  – Transition Google Classroom to Moodle
  – Technology—300 Chromebooks/charging carts; teacher laptops; wireless hot spots
  – Academic Coaching (4 x per week)
  – V+ Project Days
PANDEMIC Programs

• TEACHING & LEARNING (Tier 2)
  – Teacher Office Hours (4 x per week)
  – Virtual Homework Lab (3 x per week)
PANDEMIC Programs

• TEACHING & LEARNING (Tier 3)
  – Virtual Resource Rooms (Special Education)
  – Virtual ASAP (Social Worker)
  – Virtual IEP Meetings
  – Daily In Person Learning (Special Education)
PANDEMIC Programs

**SOCIAL/EMOTIONAL SUPPORT**

- Reallocated resources to “Care Team” staffing
- Mental health surveys
- Added full-time Social Worker
Mission & Vision

Reviewed and updated annually in June.
Henry Ford Academy develops critical thinkers, life-long learners, and responsible citizens prepared for college, career, and the global community.

Henry Ford Academy will be a leader in public education for innovative teaching, active learning, and developing responsible citizens for the global society.
Henry Ford Academy develops critical thinkers, life-long learners, and responsible citizens prepared to adapt and evolve in college, career, technologies and diverse communities.

Henry Ford Academy will be a leader in public education for innovative teaching, active learning, and developing responsible citizens for the global society.
26 Teachers are “highly qualified”
(degreed and certified in their field)

1 Student Teacher working on Permit
STUDENT DATA

Enrollment 20-21

TOTAL ENROLLMENT – 513

Freshmen – 149
Sophomores – 140
Juniors – 123
Seniors - 101
STUDENT DATA
Demographics 20-21

51% Males 49% Females

• 58% African American
• 12% Hispanic
• 19% Caucasian
• 2% Multi-Ethnic
• 7% Middle Eastern
STUDENT DATA

Enrollment 21-22

59 Students (11%) are in the Special Education Program

23 Students (4%) have 504 plans

292 Students (57%) are in the Free/Reduced Lunch Program
CURRICULUM & INSTRUCTION
Dual Enrollment
20 students completed 49 courses
CURRICULUM & INSTRUCTION
Dual Enrollment
2020-2021
Books and Fees
$60,975.67
CURRICULUM & INSTRUCTION

New Courses

- Intro To Law
- Marine Biology
- Environmental Science
- Spanish (9 and 10)
- Business Writing
- Florida Virtual Course Content
CURRICULUM & INSTRUCTION

Experiential Learning

G.I.S. Internships
Entrepreneurship Senior Practicum
Virtual Field Trips
100 Seniors enrolled
87 (87%) of the seniors graduated in June
5 graduated in August
92 graduation rate
8% dropout rate
Building a College Culture

Colleges/Universities on Virtual Campus

(66) College/University visits to HFA (Virtual)
(1) Military visits - Marines, U.S. Air Force & National Guard
(2) Financial Aid Workshop for Parents (UMD)
Building a College Culture

Scholarships & Grants

37% of Graduates earned Scholarships and Grants

Total

$625,158
Building a College Culture

College Acceptance

HFA graduates were accepted to

45% Four Year Colleges (45)

65% Two Year Colleges (65)
Career Prep

The Workspace as a Learning Space:

• Educational Development Plans-Zello (9-12)
• Junior Workshop (Mock Interviews/Resumes)
• Virtual Adult Partners
• Virtual Entrepreneurial Teams
Community Service

Waived for Class of 2021
Prom at the Pavillion
CLASS OF 2021   GRADUATION AT THE VILLAGE GREEN
STUDENT DATA

Discipline

EXPULSION – 0  SUSPENSIONS – 3

In-School Suspensions-0

3 Inappropriate Behavior
STUDENT DATA

Attendance

Attendance Rate Measured by Two Way Interactions in 2020-2021

84.6%

94% Daily Average
STUDENT DATA
Co-Curricular Club Participation

ART CLUB – 26
ESPORTS - 15
GAPP (German Exchange) – 18
LINK Crew - 44
STUDENT DATA

Co-Curricular Club Participation

NATIONAL HONOR SOCIETY – 36
ROBOTICS – 13
SENIOR COUNCIL – 5
SPANISH CLUB - 27
SCHOOL IMPROVEMENT
MICIP/Whole Child

• Assess whole child needs & develop plans
• Allows for more equitable opportunities, environments, and supports.
Goal 1: All students will demonstrate a proficiency of 25 percentile point increase in their ability to create, interpret, and analyze equations...in Mathematics.

Goal 2: All students will demonstrate a proficiency of 25 percentile point increase in their ability to cite strong and thorough textual evidence...in reading.

Goal 3: All students will increase student growth by 5 points by writing a 5 paragraph essay along with the ability to write an analysis with evidence in writing.

Goal 4: Parent/Community Relations will be enriched with events and multiple communication modes.

Goal 5: Increase student growth in social/emotional learning, conflict resolution, developing a positive mindset while improving student empathy, compassion, and resilience.
SCHOOL IMPROVEMENT
Strategy: Academic Intervention

• Full Implementation of Academic Intervention program
  – Universal Screener (Renaissance Star Test)
  – Pre and post testing using DnA/Illuminate (MiStar)
  – Progress Monitoring
  – **Tier 1** – Quality Instruction
  – **Tier 2** - Virtual Office Hours, Homework Lab (After-School Tutoring) & Credit Recovery (School Year & Summer)
  – **Tier 3** – High School Readiness, ASAP, Senior Boot Camps
Students recovered credit in Math, Science, and English using Edgenuity, an online curriculum supported by certified instructors. Students reported to the museum campus three hours per day, Mon – Friday, for three weeks. During that time, 83 courses were recovered.

Free tuition for all At-Risk students

Passing rate: 73%
(62/85 students)
SCHOOL IMPROVEMENT
Program Evaluation
Star Math & Reading & SAT Assessments

Findings/Recommendations

● Star Test results less than reliable due to varying testing conditions related to the COVID-19 pandemic.
● 6.6 growth proficiency increase in Math SAT
● 8.5 growth proficiency increase in ELA SAT
● 17.7 growth proficiency increase in Social Studies SAT
ACCOUNTABILITY
School Overview

School Year: 2018-19

Click inside the tiles below to see more information about each key performance indicator.

School Index data are not available for 2019-20 and 2020-21 due to the waiver of federal accountability reporting requirements.

- Overall Index: 67.02
- Support Category: N/A
- Growth Index: 53.61
- Proficiency Index: 69.23
- Graduation Rate Index: 98.83
- English Learner Progress Index: 62.67
## Components Overview

The components overview shows how the seven school index components are combined to get a final overall index. For each component, its "Index Value" is multiplied by its "Percent Weight" to get its "Weighted Index". Then component "Weighted Index" values are summed to get the "Overall School-Level Index".

By default, this report displays how components are combined for the building overall but the "Report Category" drop-down filter can be used to change the display for a desired student group. This can be used to see overall variation across student groups and is particularly useful for Additional Targeted Support (ATS) or Targeted Support and Improvement (TSI) schools to see which student groups were identified as needing further support.

### Report Category: Building Overall

<table>
<thead>
<tr>
<th>Component</th>
<th>Index Value</th>
<th>Percent Weight</th>
<th>Weighted Index</th>
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<tbody>
<tr>
<td>Summative Growth</td>
<td>53.61</td>
<td>34.00</td>
<td>18.23</td>
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<tr>
<td>Summative Proficiency</td>
<td>69.23</td>
<td>29.00</td>
<td>20.08</td>
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<tr>
<td>Graduation Rate</td>
<td>98.83</td>
<td>10.00</td>
<td>9.88</td>
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<tr>
<td>EL Progress</td>
<td>62.67</td>
<td>10.00</td>
<td>6.27</td>
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<tr>
<td>School Quality/Student Success</td>
<td>68.25</td>
<td>14.00</td>
<td>9.56</td>
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<td>Assessment Participation</td>
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<tr>
<td>English Learner Participation</td>
<td>100.00</td>
<td>1.00</td>
<td>1.00</td>
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</table>

*This component does not have enough data to be included in calculations or is not applicable to the school.*

Overall School-Level Index Value: 67.02
## Proficiency Overview

The proficiency component aggregates student proficiency across the content areas of English language arts (ELA) and mathematics. Scores are included from M-STEP, SAT, and MI-Access assessments.

The overall proficiency index value is calculated by averaging the "All Subjects Proficiency % Target Met" values found on the "Combined" tab for all student groups with at least 30 students (excluding the Bottom 30% group).

**ELA (Target 60.00%)**
**Math (Target 47.55%)**

### Subjects

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Combined</th>
<th>ELA</th>
<th>Math</th>
<th>All Subjects Proficiency % Target Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>76.62</td>
<td>62.75</td>
<td>69.69</td>
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<tr>
<td>Asian ***</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td>81.97</td>
<td>35.08</td>
<td>48.52</td>
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<tr>
<td>Bottom 30% **</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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<tr>
<td>Economically Disadvantaged</td>
<td>69.00</td>
<td>47.49</td>
<td>58.70</td>
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<tr>
<td>English Learners ***</td>
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<td>55.55</td>
<td>70.09</td>
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<td>Native Hawaiian or Other Pacific Islander</td>
<td>-</td>
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<tr>
<td>Students With Disabilities ***</td>
<td>12.82</td>
<td>16.17</td>
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<td>Two or More Racial</td>
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<td></td>
</tr>
<tr>
<td>White</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
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</table>

**Proficiency Index: 69.23**

* < 10 Students, Data are Suppressed
* For reporting purposes only and not used to determine any Index values
** < 30 Students; data are displayed but not included in calculations
Growth Overview

The growth component aggregates the percent of students that are on track to reach or maintain proficiency within three years across the content areas of English language arts (ELA) and mathematics. Scores are included from M-STEP, SAT, and Mi-Access assessments.

The overall growth index value is calculated by averaging the ‘All Subjects Growth % Target Met’ values found on the ‘Combined’ tab for all student groups with at least 30 students (excluding the Bottom 30% group).

ELA (Target 57.92)
Math (Target 50.70)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Combined</th>
<th>ELA</th>
<th>Mathematics</th>
<th>All Subjects Growth % Target Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
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<td>67.04</td>
<td>53.61</td>
<td>69.33</td>
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<tr>
<td>Asian ***</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Black or African American</td>
<td></td>
<td>55.92</td>
<td>38.11</td>
<td>46.02</td>
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<td>Bottom 30%**</td>
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<td>0.00</td>
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<td>65.92</td>
<td>43.04</td>
<td>54.48</td>
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<td>51.80</td>
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<td>15.69</td>
<td>17.93</td>
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<td>100.00</td>
<td>93.93</td>
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</tbody>
</table>

Growth Index: 53.61

* < 10 Students Data are Suppressed
Graduation Rate Overview

Graduation rates are calculated for a school's four, five-, and six-year cohorts. Rates are aggregated to calculate a single index value.

The overall graduation rate index value is calculated by averaging the "Weighted Average % of Target Met Across Cohorts" values found on the "Combined" tab for all student groups with at least 30 students.

- 4-Year Graduation Cohort (Target 94.44%)
- 5-Year Graduation Cohort (Target 96.49%)
- 6-Year Graduation Cohort (Target 97.00%)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>4-Year Graduation Cohort</th>
<th>5-Year Graduation Cohort</th>
<th>6-Year Graduation Cohort</th>
<th>Weighted Average % of Target Met Across Cohorts</th>
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<td>98.45</td>
<td>100.00</td>
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<td>98.56</td>
<td>98.76</td>
<td>98.92</td>
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<td>99.38</td>
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<td>Native Hawaiian or Other Pacific Islander</td>
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<td>75.42</td>
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</table>

Graduation Rate Index: 98.83

* = < 10 Students. Data are Suppressed
*** = < 30 Students. Data are displayed but not included in calculations.
English Learner Progress Overview

English Learners demonstrate progress towards proficiency in English by showing adequate growth or proficiency on the WIDA ACCESS assessment.

<table>
<thead>
<tr>
<th>Student Group</th>
<th>#FAY Enrolled</th>
<th>#FAY Tested</th>
<th>%FAY Tested</th>
<th>#Met EL Progress</th>
<th>%Met EL Progress</th>
<th>Participation Adjusted EL Progress</th>
<th>EL Progress % Target Met</th>
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</thead>
<tbody>
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<td>35</td>
<td>35</td>
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<td>13</td>
<td>37.14</td>
<td>37.14</td>
<td>62.67</td>
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</table>

English Learner Progress Index: 62.67

* * * < 30 Students, data are displayed but not included in calculations.
School Quality and Student Success Overview

The School Quality and Student Success component combines the results of up to five subcomponents: On-Track Attendance, Advanced Coursework, Access to Arts/Physical Education, Access to Librarian/Media Specialist, Postsecondary Enrollment, Access to Arts/Physical Education, Access to Librarian/Media Specialist.

Subcomponent Targets

<table>
<thead>
<tr>
<th>Subcomponent</th>
<th>Target</th>
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<tbody>
<tr>
<td>On-Track Attendance</td>
<td>92.37%</td>
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<tr>
<td>K-8 Access to Arts/Physical Education</td>
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</tr>
<tr>
<td>K-8 Access to Librarian/Media Specialist</td>
<td></td>
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<tr>
<td>11/12 Advanced Coursework</td>
<td></td>
</tr>
<tr>
<td>Postsecondary Enrollment</td>
<td></td>
</tr>
</tbody>
</table>

Students/Staff FTE: N/A

Successfully Completing: 49.62%

Enrolled within 12 Months: 74.10%

<table>
<thead>
<tr>
<th>Student Group</th>
<th>On-Track Attendance</th>
<th>Access to Arts/PE</th>
<th>Access to Librarian</th>
<th>Advanced Coursework</th>
<th>Postsecondary Enrollment</th>
<th>Combined</th>
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<tbody>
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<td>-</td>
<td>23.77</td>
<td>100.00</td>
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<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Black or African American</td>
<td>83.31</td>
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<td>-</td>
<td>18.73</td>
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<td>-</td>
<td>-</td>
<td>19.11</td>
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<td>86.81</td>
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<td>88.72</td>
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<td>-</td>
<td>39.42</td>
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<td>12.99</td>
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<td>62.93</td>
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<td>-</td>
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<td>-</td>
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<tr>
<td>Students With Disabilities</td>
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<td>-</td>
<td>0.00</td>
<td>70.38</td>
<td>42.45</td>
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FINANCE/GOVERNANCE

20-21 Budget (unaudited)

- **REVENUE** $5,709,688
- **EXPENDITURES** $5,469,968
- **SHORTFALL** $0
  (Ford Fund)
- **STATE PER PUPIL ALLOCATION** $8,111
FINANCE/GOVERNANCE

Oversight

• HFA Board of Directors    Monthly Updates
• Wayne RESA                Quarterly Update
• Wayne RESA                Reauthorization Visit
• AdvancED/NCA              Accreditation Progress
• Plante Moran              Financial Audit
• MDE/CIMS                  Special Ed Monitoring
• MDE/Pupil Accounting      Financial Audit
New Parent Rep on HFA Board of Directors

Mrs. Amal Berry
PARENTS/PARTNERSHIPS
Parents-As-Partners

Parent Fundraising Supported:

• Scholarship for Most Improved Senior
PARENTS/PARTNERSHIPS

The Henry Ford

HFA Board Positions (3)
Innovation Learning Accelerator
Practicum Placements
Village Economics
History of Food and Agriculture
Life Skills
Ford Rouge Factory Tours
PARENTS/PARTNERSHIPS
The Henry Ford

**COVID Facility Response Team
Food Service
Security
Grounds

Cleaning
Shipping
Human Resources
Financial Services
PARENTS/PARTNERSHIPS
Ford Motor Company

HFA Board Positions (2)
Ford Law Career Academy
Lawyers (Mock Trial)
**Covid Masks
PARENTS/PARTNERSHIPS
Wayne County RESA

**Covid Response/Masks
HFA Board Position (1)
Reporting/Compliance Assistance
MiSTAR Q Support
Secondary Principals Network
Special Education Support
Printing Services
PARENTS/PARTNERSHIPS

HFLI

• Ford Law Career Academy
• Host School Visits
• STEM curriculum collaboration
PARENTS/PARTNERSHIPS
University of Michigan Dearborn

• Student Teacher Placements
• Financial Aid Workshops for Parents
PARENTS/PARTNERSHIPS

Dearborn Police & Fire Departments

- School Resource Officer
  (Cpl Brandon Perry)

- CPR Training (Life Skills Class)
PARENTS/PARTNERSHIPS

Technology

Eastern Michigan University - ArcGIS

Microsoft - TEALS
Happy Retirement!

Sandy Kesavan

Founding Senior Practicum Director

Henry Ford Academy