



School Annual Education Report (AER)

April 23rd, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for Noor International Academy (00757). The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Mrs. Shannon Carrico (School Principal) or Mrs. Nawal Hamadeh (Founder, Superintendent, and CEO) for assistance.

The AER is available for you to review electronically by visiting the following web site: <https://goo.gl/pdT1ao>

...or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given. Noor International Academy has not been given one of these labels.

Noor International Academy students averaged higher than state proficiency averages, every year since the start of M-Step (2013-2016), in the subject areas of ELA, Math, and Social Studies. Furthermore, for the 2013-2014, Noor International Academy was identified as a Reward School due to the student achievement results. This data is available for you to review electronically by visiting the following web site: <https://www.mischooldata.org/EssaDashboard/EssaDashboardPerformance.aspx>.

Together as a team, we are actively working to address the needs of student achievement and closing achievement gaps by using a problem-solving model as a method of improving student performance, utilizing the new data skills learned. This involves data review, analysis and inquiry that is used to develop action plans to facilitate student achievement and improve climate and culture.

The key initiatives being implemented to accelerate/improve student achievement are:

1. Identification of students needing intensive reading instruction and implementation through the Fountas & Pinnell Progress Monitoring program.



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2. Marzano Academic Vocabulary Initiative – Explicit teaching of academic vocabulary building wide.
3. New teacher training in the research based Sheltered Instruction Observation Training (SIOP).
4. Use of explicit teaching strategies in mathematics to promote higher order thinking and problem solving strategies.
5. Established professional collaboration time (PLC's) to strengthen core instruction.
6. Identification of students needing additional remediation in grant funded programs, during school hours, after school and in summer school.
7. All instructional K-6 staff will employ differentiated instruction within the classroom to address the needs of all students.
8. All instructional K-6 staff will employ the Reading for Meaning Techniques in the classroom as defined in "The Core Essential Strategies for Achieving Excellence with the Common Core."
9. All instructional K-6 staff will employ the Focused Instructional Model, a research-based instructional method developed by the Institute for Excellence in Education. This systematic process allows teachers to develop integrative lessons that naturally demonstrate real-world application. Teachers use the process to monitor their students' mastery of the content and provide interventions when appropriate.

1. Process for Assigning Pupils to the Schools

Section 504 of the Revised School Code states that public school academies shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement aptitude, status as a handicapped person, or any other basis that would be illegal if used by a Michigan public school district. Details are outlined in the Academy's Board Approved Application & Enrollment Procedures assuring the following:

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.
- Academy admissions may be limited to pupils within a particular range/grade level or on any other basis that would be legal if used by a Michigan public school district.
- The Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils and Board Members/Academy employees.
- The Academy shall allow any pupil who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered.
- No student may be denied participation in the application process due to lack of student records. Homeless liaison ensures homeless children and unaccompanied youth are enrolled in and have an opportunity to succeed in school.
- If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.



Noor International Academy is a single school building district in which all students are equitably assigned to the same building and have equal access to full facility, programs, resources, technology, highly qualified staff and curriculum.

2. Status of the 3-5 Year School Improvement Plan

At Noor International Academy, Comprehensive Needs Assessment (CNA) is an ongoing and continuous process of analyzing data as it is readily available throughout the school year and involves all key stakeholders including staff, parents, students and community members. Ongoing assessment, evaluation, mentoring/training and support is facilitated by the District through the district's Support Center, which works closely with and lead the School Improvement (SI) Team.

The Academy utilizes the School Improvement Framework (SIF) Process Cycle which has four (4) major components that cycle in a continuous praxis.

- Gather Data- Where are we now (status) and where do we want to be (goals)?
- Study/Analyze- What did the data/information we collected tell us?
- Plan- How do we organize our work so that it aligns to our goals and resources?
- Do- Staff implements the strategies and action steps outlined in the plan.
- Gather Data II- Where are we now (status) and did we reach our goals?

While the CNA is recommended to be conducted once every three to five years and revisited annually, the Academy annually revisits and makes updates throughout the year as applicable, and as new data is made available. The Academy continues to use the AdvancED online tools to complete the School Data Profile which is a comprehensive analysis of the CNA.

The Academy's School-wide Reform Strategies, commonly referred to as the SIP Goals, are derived from the CNA and are focused on helping all students reach the state's standards. The goals are comprehensively written to cover all programs and services in keeping with accountability, transparency & reporting requirements. Strategies are described in detail, are "scientifically" researched best practices and in implementation need resources/materials and professional development to provide an enriched and accelerated curriculum for all students. The Academy has utilized AdvancED District/School Improvement Plan Goals & NCA Accredited Schools templates online, which allows the Academy to describe and present our strategies in an action plan format within our consolidated, district wide improvement plan.

The strategies address the needs of all children in the school, but particularly that who are low achieving, and meet the needs of students representing all major subgroups participating in the School Wide Title I program. Teachers are directed to meet student needs in utilizing the School Improvement Plan strategies with continuous analysis to determine if student needs are met. CNA data and School Improvement Team (SIT) review and evaluation continue to demonstrate that our



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SIP strategies are effective and increasing student achievement allowing us to continue to meet accountability requirements.

The Academy's SIP Goals & Objectives continue to address Title I assurances and have been updated based on MDE's waiver approval to include targets through the year 2022 year in which 100% of students are expected to be proficient as well as updating our measures to include full year growth measures and additional details. The Academy's SIP has been submitted online via AdvancED online planning tools by the June 30th deadline and will be available at the school upon request.

3. Brief Description of Each Specialized School

Noor International Academy is a single school building district in which all students are equitably assigned to the same building and have equal access to full facility, programs, resources, technology, highly qualified staff and curriculum. A recognized and upcoming school, Noor International Academy is located in Sterling Heights, and it is a part of the Macomb ISD. Noor International Academy is a unique PreK-6th grade Public School Academy. It was founded in 2011 by Mrs. Nawal Hamadeh, is managed by Hamadeh Educational Services, and authorized by Central Michigan University. Noor International Academy services and educates 218 students who come from various countries, ethnicities and nationalities. The Academy prides itself on promoting diversity, culture of other's and culture of one's one. Teachers work on incorporating a global perspective into the classroom, in order to prepare students for real world careers and jobs in the 21st century.

Noor International Academy encourages students to tear down walls and build bridges by sharing and celebrating their diverse cultural backgrounds. Thus, students learn not to fear their differences; moreover, to draw from one another's strengths and maximize each one's potential. Noor International Academy is authorized by Central Michigan University, and it is located at 37412 Dequindre, Sterling Heights, MI 48310.

Noor International Academy is not considered a specialized school.

4. Identify how to access a copy of the core curriculum, a description of its implementation, and an explanation of the variances from the state's model.

Our district's curriculum is housed in Rubicon/Atlas an online based software program. Atlas is designed to electronically encompass the entire process of curriculum mapping in direct correlation to the Michigan Department of Education's (MDE) learning standards and Common Core standards for each grade level. Atlas allows for personalization in terms of curriculum mapping by allowing each teacher to



download reports to their own dashboard for yearlong planning purposes, assessment categorizing and curriculum pacing.

The district is in full implementation with the curriculum as Noor International Academy is in direct alignment with the MDE and Common Core Standards. All units are designed with the required learning standards. There is little to no variation with the state mandated learning standards. Teachers meet on a weekly basis as a grade level team and or department to review their units and lesson plan to ensure vertical and horizontal alignments are taking place.

To get a copy of the district's core curriculum the parent and or perspective parent can come into the main office and request (in writing) a copy of the core curriculum they want. At that point, the curriculum coordinator and or principal will download the curriculum documents for the parent in paper format within 3-5 days. The district will then reach out to the parent who made the request to let them know the file is ready to be picked up.

5. Aggregate Student Achievement Results for Local Competency Tests or Nationally Normed Achievement Tests

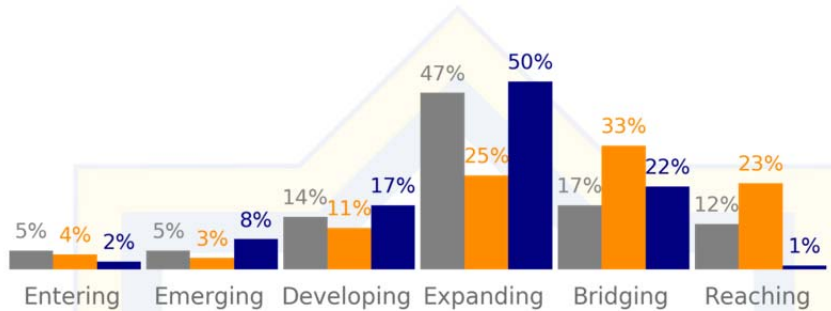
Data driven curriculum decisions are made as a part of the continuous improvement process updating curriculum materials to ensure alignment with the Michigan Core Curriculum Framework, the Grade Level Content Expectations, Michigan Merit Curriculum in addition to thorough planning and completion of curriculum/unit maps per grade level across all subject areas taught. Such curriculum alignment activities are scheduled on a continuous basis, and formally on an annual basis. Instructional staff is provided with in-service time, in which substitutes are assigned to cover teachers in the classroom, and allow for vertical and horizontal planning. Additionally, teacher work days are scheduled on the school calendar to allow for such collaboration and curriculum alignment as well. Analysis of formative and summative assessments are desegregated and analyzed to impact current programs in place, and plan for improvement measures to address high priority items identified from such assessment results. Best research practices are reviewed and actions are put in place to allow for improved upon instruction and practices in the classrooms to address specific sub group needs at each grade level.

World-Class Instructional Design and Assessment (WIDA: K-6):

Data tables below provide trend data related to WIDA proficiency levels overall. This was the fifth year of WIDA testing for the Academy. When the Academy analyzed the 2016-2017 WIDA data, it was determined that the Academy's English Language Learners are making progress in the various components of literacy. In 2016, 95% of students scored Emerging or above and in 2017 98% of students scored Emerging or above.



2015, 2016, and 2017
WIDA Composite Levels



Together as a school, teachers are focusing on teaching literacy skills through the use of guided reading, targeted literacy centers and an integration of technology into the classroom through programs such as Title III funded MyOn Reading and IXLELA. The Academy will continue to focus on and work with the English language learners that scored within the Entering, Emerging and Developing categories. The Academy identified that there were 18% of students within these three categories in the 2016 school year, and when 2017 data was analyzed, the Academy saw an increase to 27% of students identified in these three categories. In order to continue closing the gap between students, the Academy will use this data source, along with other data sources to pinpoint and identify those students that need additional interventions through during school, after school and summer school tutorial sessions.

Academy teachers will also continue to use supplemental English Language Arts resources to target specific areas of need including academic vocabulary, phonics, grammar, writing and reading comprehension through differentiated literacy centers, cooperative learning groups, technology, and project based learning.

NWEA Measures of Academic Progress: K-6

When the Academy staff evaluated and analyzed the 2016-2017 NWEA assessment scores for students, the Academy determined that progress is definitely being made in ELA, reading and math, as students proficiency scores have improved from the fall 2016-2017 to the Winter/Spring 2016-2017 school year. This progress was due to targeted instructional strategies that teachers were incorporating into the classroom, the targeted Learning Continuum that were pulled for each student from NWEA, the Beginning Teacher Mentor program that is put in place at the Academy, and the additional supplemental resources



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that teachers have access to and incorporate into their classrooms with fidelity. One strategy that teachers have also incorporated into their classrooms for the 2016-2017 are creating

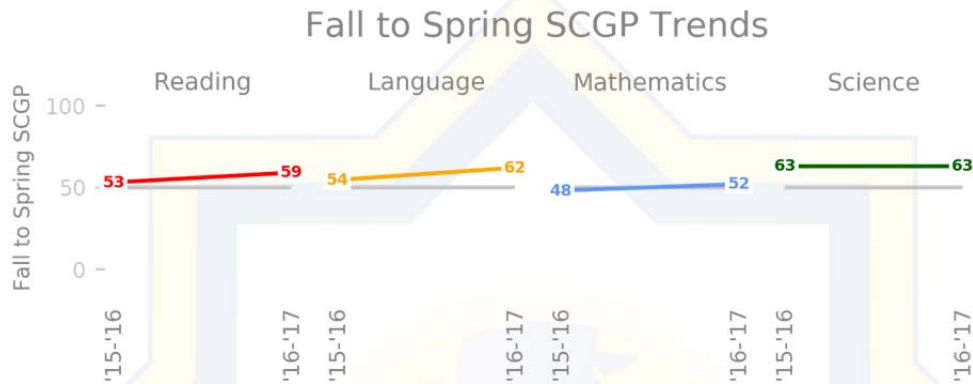
Student-targeted and aligned goals to the district wide assessment. Teachers and students utilized fall proficiency scores to create goals in reading, mathematics and ELA for K-6, and reading, mathematics, ELA and science for 3-6th grades. These student targeted goals are revisited by the classroom teacher and the student before Parent/Teacher Conferences, three times a school year, as well as communicated and shared with parents.

While we are pleased with this success, we are continuously working to improve in all areas, with a particular focus on reading, mathematics, and science in grades K-6. The Academy plans on continuing to close the gap areas for all students through the use of identifying at-risk students through the MTSS process, the use of grant funded supplemental materials in English Language Arts and mathematics, school wide programs, such as the after school tutorial program and during school tutorial programs. Our school improvement plan highlights additional strategies that the Academy is taking to improve in the area of reading, mathematics and science for all student learners. During the 2016-2017 school year, the Academy has purchased a grant funded math and reading online program, in hopes of continuing to push students towards success and proficiency in both subject areas. This program is MyOn Reading and Reading and Math IXL.

Also based on the Academy's data, mathematics for some grades seems to need the most intervention. This will require drilling down to the student level of achievement and growth data to identify specific students as well as looking at the delivery of curriculum for these and successive grade levels. As enrollment is increasing, the Academy continues to look for a larger facility to serve our students. The Academy also strives to help our English language learner students, as the Academy has recently been awarded Title III funding. In general, the Academy attempts to aim for continued success by implementing the MTSS model for ALL students (General & Special Ed) to ensure focus on high quality instruction and assessment to 85% of students within the classroom and Tier 2/3 services (15% of students) which are supplemental for students who qualify (31a and/or TIA selection criteria) and need based on teacher/team decision-making using multiple data sources and evaluating progress every 4-6 weeks in alignment with when summative assessments take place (end of unit).



The student conditional growth percentiles, shown below, represent the quantity of growth made in last two years in relation to similarly-scoring students from fall to spring. A value of greater than 50% or greater indicates more growth made than similarly-scoring students, while less than 50% indicates less growth than similarly-scoring students. The overall fall to spring growth trend is positive across subjects and steady for Science.



6. Identify the Number and Percentage of Students Represented by Parent at Parent-Teacher Conferences.

Parents participate in a wide range of activities here at the Academy. Their participation, support and aligned goals have enhanced and enriched the lives of our students and staff. Several examples of parent participation include the Parent Teacher Council (PTC), Title I Parent Orientation, Parent/Teacher Conferences, field trips, family engagement events, book fairs, and willing volunteers throughout the year.

School Name	Grades	Fall 2016 Conference %	Winter 2017 Conference %	Spring 2017 Conference %	Fall 2017 Conference %
Noor International Academy	K-6	235 Students 100%	236 Students 100%	233 Students 100%	215 Students 100%

Noor International Academy believes in providing information to parents and legal guardians on a regular basis throughout the school year. Progress reports and report cards provide information on student progress in the classroom. Progress reports are shared with parents of at-risk students every 4-6 weeks and report cards for all students are shared at the three Parent Teacher Conference meetings that are scheduled throughout the school year, in November, February and March, respectively. Report cards and online (PowerSchool Parent Portal) progress reports provide information on student progress and they can be viewed at any time by a parent using their personal login information.



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Noor International Academy staff is committed to creating and maintaining a positive educational environment that supports academic achievement, while upholding district, state and national standards to meet all students' learning needs. Our exceptional staff continues to improve our daily practices by participating in a variety of professional development opportunities, ensuring that effective teaching, learning and leading is taking place in each and every classroom. We believe that all students can learn and it is our collective responsibility to help ensure that each and every student soars by reaching their potential. I congratulate our students, parents and staff for their continued commitment to excellence, a quality education and dedication to student learning and achievement.

Educationally Yours,

Nawal Hamadeh
Superintendent and CEO

