



Noor International Academy

37412 Dequindre Road
Sterling Heights, MI 48310
Tel: 586.365.5000
Fax: 586.365.5001

School Annual Education Report (AER) Cover Letter

January 17, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-2022 educational progress for the Noor International Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Mrs. Shelia Charara (school principal) or Dr. Ali Bazzi (Superintendent) for assistance at 586-365-5000.

The AER is available for you to review electronically by visiting the following web site: <https://bit.ly/2VTS472> or you may review a copy in the main office at your child's school. A PDF copy of the data is also provided within the AER report.

For the 2021-2022 school year, schools were identified using 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given any label.

With the obstacles presented as a result of remote virtual teaching and learning, we are faced with additional achievement gaps in Math and Reading. We have adopted and/or implemented the following resources and strategies to help counteract the challenges of remote learning and target deficits;

- Chromebooks provided for All Students
- Internet Access for those in need
- Professional Development for Teachers to support Technology proficiency and Virtual Teaching Best Practices
- Technology Updates to Platforms to support Interactive best practices
- Targeted Leveled Reading Small Groups
- Leveled Math Groups
- Paraprofessional Intervention Daily in Math & Reading ("At Risk" students)
- Digital Online Interactive Core & Supplemental Curriculum (Teacher & Student Access)
- K-6 Leveled Reading Books Online (Raz-Kids & iLit-Pearson)
- Active Communication with Parents via Remind, Class Dojo, Email



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- Weekly and Monthly student recognition, awards, announcements
- Virtual broadcasts and "Parent Workshops" to support areas of concern (Learning Virtually, Technology, Emotional Coping Skills)
- Parent Teacher Conferences completed with nearly 100% attendance
- MTSS (Ongoing currently in cycle three)
- IRIP's

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

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's enrollment period was a whole month (required minimum of two weeks) in duration, with weekend times available. The application period started March 1st and ended March 31st, 2022 from 8:00 AM- 3:30 PM; Friday, March 11, 2022 from 9:00 AM-6:00 PM and Saturday, March 12th, 2022 from 9:30 AM-12:00 PM.

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. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

At Noor International Academy, the Michigan Integrated Continuous Improvement Process (MICIP) is utilized to ensure educators have the appropriate pathways to close the achievement



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gaps and address SEL needs. This is done by addressing the whole child needs in an effort to create strategic plans and coordinate funding. This 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 Central Office who work closely with and lead the School Improvement (SI) Teams. We utilize the MICIP Process Cycle which has five (5) major components that cycle in a continuous process.

- Assess Needs
- Plan
- Implement
- Monitor/Adjust
- Evaluate

Assessing needs includes engaging in a process that helps the school develop a clear picture of its achievements and challenges, along with identifying the key success factors. Assessment data includes academic, non-academic, and systems related information.

The planning stage involves defining measurable goals that provide a sense of direction and clear focus for improvement. Based on the goals, the CI team create a strategy implementation plan that serves as the pathway to achieving the measurable goals. The Monitoring and Evaluation steps are what give the plan its fidelity and success. They are essential in enabling the district to evaluate and adjust systems along with plan components.

Through this comprehensive process, the Continuous Improvement (CI) team engages in assessing the needs first from a district perspective and then from the school level. The team then develops the CI goals, strategies, and activities which are implemented, monitored, adjusted, and continuously evaluated. School goals are comprehensively written to cover all programs and services in keeping with accountability, transparency & reporting requirements. Implementation of these strategies with needed resources/materials, and professional development, to provide an enriched and accelerated curriculum for all students, are accounted for.

3. A 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



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International Academy is a unique PreK-6th grade Public School Academy. It was founded in 2010 by Mrs. Nawal Hamadeh, managed by Hamadeh Educational Services, led By Dr. Ali Y. Bazzi, the Superintendent and authorized by Central Michigan University. Noor International Academy services and educates 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.

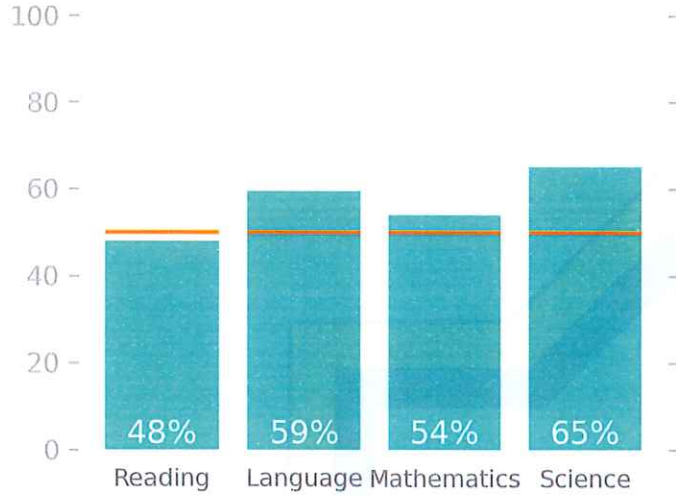
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS



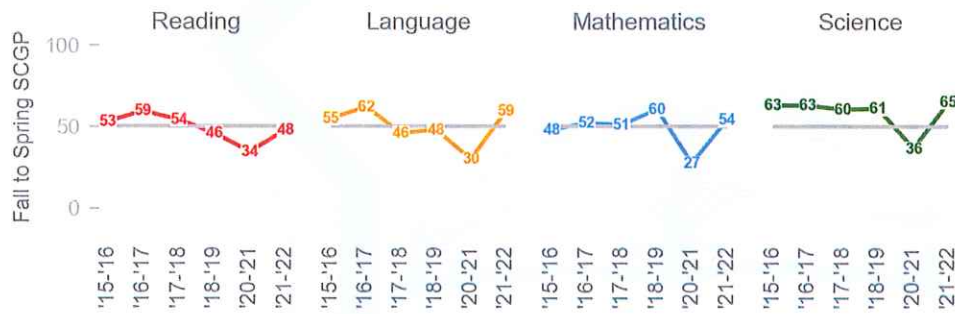
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Median Student Conditional Growth Percentiles - Spring 2022



Fall to Spring SCGP Trends



- IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES (Conferences for the 2021-2022 school year were in person and virtual for those by request only)

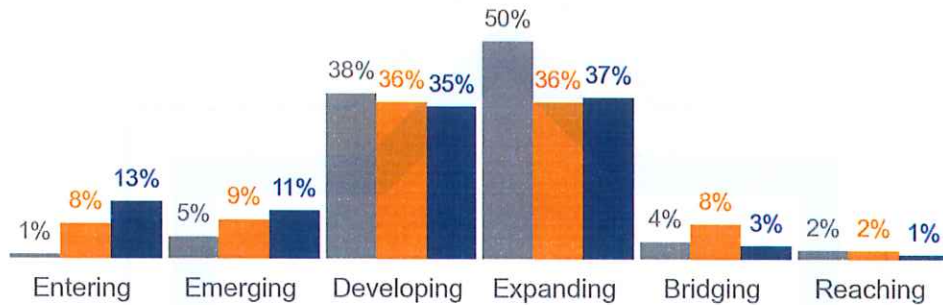
Grades	2021 - 2022 Spring Conference %
K-6	147 Students 100%



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2020, 2021, and 2022 WIDA Composite Levels



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.

Sincerely,

Dr. Ali Y. Bazzi,
Superintendent of Schools