



Single Building District Improvement Plan

Noor International Academy

Noor International Academy

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Introduction

The Single Building District Improvement Plan is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the Single Building District Improvement Plan provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

A recognized and upcoming school, Noor International Academy is located in Sterling Heights, and it is a part of the Macomb ISD. The community of Sterling Heights is a suburb of the city of Detroit, the fourth largest city in Michigan with more than 130,000 residents. Sterling Heights is a diverse city that is made up of multiple ethnic groups, and various languages. The city prides itself on being diverse and this can be seen through the various cultural stores, restaurants and shops that can be found around the city. Noor International Academy is a unique PreK-7th grade Public School Academy, founded in 2011 by Mrs. Nawal Hamadeh. Mrs. Nawal Hamadeh is the Academy's Founder, Superintendent, and CAO. Mrs. Hamadeh has served as a public and private school educator in the United States and abroad for more than 25 years. As a passionate advocate for every student's right to a nurturing, loving, and caring learning environment, Mrs. Hamadeh has dedicated her career to improving the lives of children through education. Noor International Academy is a superior alternative to traditional public school education and it is surpassing student achievement rates of the surrounding public school districts.

Noor International Academy is authorized by Central Michigan University, and it is located at 37412 Dequindre, Sterling Heights, MI 48310. The Academy's Board of Directors consists of Mr. Jaafar Chehab, President & Treasurer, Ms. Sarah Chaar, Vice President, Ms. Eiman Elzhenni, Secretary, Ms. Fadek Alsaeed, Director, and Mr. Ahmad Moubadder, Director. Hamadeh Educational Services (HES) serves as the Educational Service Provider for Noor International Academy. Furthermore, Noor International Academy has a highly qualified and dedicated group of educators and professionals located at the Academy's Central Office. HES and Central Office personnel provide a full range of backbone services to support the Academy staff on their primary mission, which is teaching students and shaping the leaders of tomorrow.

Noor International Academy services and educates students of various 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.

Home to 211 students in Pre K through 7th grades, and students representing more than six countries, 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 welcomes Greater Metro Detroit area students from all backgrounds and cultures. The Academy's enrollment is open to all Michigan residents, as well as foreign exchange students who are not U.S. citizens. Enrollment applications are available online at the school's website at www.niapsa.org and enrollment packets can also be found in the main office. The enrollment is limited to students who fall within the appropriate age range and meet grade level requirements, following MDE guidelines. The Noor International Academy Board has established a policy of priority enrollment for siblings of current students. Children of Board members or Academy employees are eligible for priority enrollment as well. Any student, who was enrolled at the Academy in the immediately preceding academic year, is eligible to re-enroll in the appropriate age range/grade level, unless that grade is not offered. In the event that Noor International Academy receives more applications for enrollment than the number of spaces available, students will be selected randomly through a public lottery drawing.

Noor International Academy takes great pride in ensuring that every staff member is recognized as an educator with the ability to impact students! All educators are consistently hired by Hamadeh Educational Services, with highly qualified status and qualifications as identified by the Michigan Department of Education. All teachers and administrators are highly certified, qualified and hold degrees from nationally

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renowned colleges and universities. All Paraprofessionals and Instructional Technicians are highly qualified, and hold Bachelor's degrees. All other staff members are highly qualified for their respected positions, as well. With significant dedication, the staff collaborate closely with students, parents, and other stakeholders sharing pertinent information reflective of students, programs, data driven instruction, school improvement activities and services, and providing the personal attention necessary to support the success of each child. Educators are recognized for their achievements through monthly awards at the school level. Staff are also recognized at the end of the school year at the annual Hamadeh Educational Services (HES) awards banquet and ceremony, recognizing staff members that have made great achievements towards student academic success, using Scantron data results.

At Noor International Academy, all staff work as a cohesive team with one common purpose to provide a superior education for all students, the decision-makers and leaders of tomorrow. Noor International Academy offers an outstanding education based on the Michigan's Core Curriculum, Common Core Standards, International Standards, the American Council on the Teaching of Foreign Language (ACTFL) Standards, and the study of international cultures. Students are provided with a diverse experience to study a language, culture, and history reflective and different from one's own. The staff at Noor International Academy encourages students to express and share their wealth of ethnic traditions, values, and experiences, thus enriching, nurturing, and empowering one another. This is demonstrated through Celebrations of Learning that take place in the classrooms, both for academics and character .

Decisions pertaining to the Academy's curriculum are initiated through a collaboration of instructional leaders, assessment and evaluation specialists with survey feedback from students, staff, parents and community members. The Academy's educational goals are driven by a strategically designed curriculum that is aligned to the Michigan Standards for English Language Arts and Mathematics (CCSS) and the Grade Level Content Expectations (GLCE) for Science, Social Studies, Physical Education, Health, Technology, the Arts and World Language, which support the Michigan Curriculum Framework. Instruction is delivered from an inquiry-based approach to teaching and learning. The curriculum is designed thematically and the interdisciplinary planning highlights concepts and learner profile traits for every unit across the core subjects, a second language, the arts, technology, and physical education. The curriculum incorporates instructional best practices by utilizing strategies that are scientifically based, utilizing Marzano's instructional strategies, the Rigor and Relevance Framework, Bloom's Taxonomy, and Webb's Depth of Knowledge in a student-centered approach.

English Language Arts

The Academy's English language arts curriculum provides robust instruction in vocabulary and inquiry/investigations with a strong foundation of phonemic awareness, phonics, fluency, and comprehension strategy instruction. These foundational skills serve to develop students with strong literacy skills as students interact with literary and informational text. Leveled reading groups allow for differentiation of instruction, meeting the need for individualized advancement of every student.

Mathematics

The mathematics curriculum focuses on mathematical thinking, which emphasizes problem-solving skills along with basic skill practice and applications. Instructional delivery presents numerous methods (e.g. math games, mental math, learning centers using manipulatives and technology-based resources) for students to learn concepts and practice skills. Delivery is also balanced in that lessons may be whole group, small group, or individualized with occasion for hands-on and project-based learning opportunities.

Science

Science instruction emphasizes a philosophy that students' learn best through guided inquiry and concrete exploration. The Academy's science program provides for integrated science strand studies that include labs and the integration of technology. Science education employs a hands-on approach guiding students into a deeper knowledge of scientific principles - reflecting the interconnected nature of science as it is practiced and experienced in the real world. Teachers guide students during the experiments to facilitate, enhance, and ensure learning outcomes for each student. The science program continues to build upon topics and provides students with opportunities to

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study more advanced science concepts. Additionally, the Michigan Model for Health is integrated within the science curriculum to reinforce health concepts for kindergarten through fifth grades, and into physical education for grades six through eight.

Social Studies

The social studies curriculum includes the strands articulated by the National Council for Social Studies. The curriculum includes 1) culture; 2) time, continuity, and change; 3) people, places, and environment; 4) individual development and identity; 5) individuals, groups, and institutions; 6) power, authority, and governance; 7) production, distribution, and consumption; 8) science, technology, and society; 9) global connections; and 10) civic ideals and practices. Instruction incorporates the multiple intelligences, cooperative learning, and nonlinguistic representations (e.g. graphic organizers). A strong emphasis is placed on literacy as students interact with informational text using the social studies resource and numerous informational resources. Students are connected to current events and guided through processes of inquiry as they evaluate historical and current issues as they review primary and secondary print and digital sources.

Technology

Technology instruction is integrated throughout the curriculum with scheduled computer lab sessions and via classroom Smartboards. Students learn to use a variety of computer programs and applications. Further, technology is used to conduct research, enhance critical thinking skills, and as a tool to communicate. At the middle school, students complete various cross-disciplinary units implementing the technology design cycle. In the high school, several electives will be offered to ensure students are technology literate at a 21st century pace.

Physical Education

The Academy's physical education program promotes the teaching of knowledge, skills, and attitudes that enable children to be active for life. Students are presented with activities that improve coordination, enhance motor skills, and encourage team building. Additionally, the Michigan Model for Health is integrated within the science curriculum to reinforce health and physical education concepts.

Arts

Visual arts and performing arts are introduced through units of inquiry. The Academy's visual arts program emphasizes the elements of art, the principles of design, and color theory. The performing arts include music instruction that introduces and builds upon the elements of sounds, rhythms, tempos, through singing, chanting, listening, and performing.

Teachers design the units of inquiry that both transcend and articulate conventional boundaries of the following six subjects: English, foreign language (Arabic), social studies, mathematics, science, and physical education with technology integration among all subjects (Alvarado, 2003). Health standards are addressed with science instruction while character education is embedded throughout the interdisciplinary units. The unit framework also incorporates the five essential elements of knowledge, concepts, skills, attitudes, and action. These elements allow students to gain a deeper understanding of knowledge that is relevant and of global significance.

As students transition to the middle school, the inquiry approach to learning continues with units that are designed around a guiding question. Continuously revisited throughout the unit, the guiding question leads to essential questions that are more specific to content. Students are scheduled in English, a second language (Arabic), humanities, sciences, mathematics, arts, physical education and health. Technology is embedded in all courses and supports the teaching and learning process. Aligning to the rigorous curriculum planning process utilized throughout the Academy, the written, taught, and the assessed curriculum are linked through the understanding that every teacher, student, and parent is a learner. While the expression of issues, concepts, and ideas on paper are necessary, it is the interpretation of the written curriculum into daily practice by teachers that has a huge influence on the success of students. The development of a range of authentic and targeted assessment strategies, focused on the learning, brings balance and integrity to the curriculum (Marzano, 2009).

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Data-driven curriculum decisions are made as a part of the continuous improvement process to update curriculum materials, instruction, programs and services to ensure alignment. 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 for 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. Analysis of standardized assessments, interim, as well as formative and summative assessments are disaggregated and analyzed to impact current programs in place, and plan for improvement measures to address high priority items identified from such assessment results. Best practices are reviewed, and actions are put in place to support continuous school improvement with planning, instruction, and practices in the classrooms to address specific sub-group needs at each grade level. The Michigan Department of Education (MDE) evaluates schools on a variety of indicators which are communicated through a tool the annually published Scorecard. MDE has identified some schools with the status of Reward, Focus or Priority. A Reward School is one that outperforms other schools in achievement, growth, or performs better than other schools with a similar student population. Through ongoing rigorous efforts towards exemplifying Noor International Academy's curriculum, instruction, programs, and resources, Noor International Academy has been awarded Reward school status for the 2013-2014 and labeled a Highly Progressing School!

The Academy promotes 21st Century approaches to teaching and learning, with data-driven decision making and research-based programs and practices as outlined in the School Improvement Plan. Noor International Academy provides SmartBoards, document cameras, assistive hearing devices, and student handheld response devices.

Noor International Academy provides a full spectrum of Special Education services, during school Tutorial Program, after school Achievement Campers Program, after school clubs that are correlated back to academics and additional after school tutoring provided by classroom teachers aligning to student's areas of need.

In this safe and respectful environment, stakeholders at Noor International Academy take pride in the school building and security that exists to promote, and support, a conducive learning environment amongst all students. Visitors are welcomed into the school buildings after calling into the main office, and staff are able to see who the visitors are, and screen the reasons for the visits. With such effective staff, programs, and measures in place, the dedicated educators at Noor International Academy are able to effectively lay the foundation for a lifetime of learning, offering an innovative, world-class education to inspire all students!

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The purpose of Noor International Academy is to provide a safe and engaging learning environment for its diverse population of students. The educational program at Noor International Academy is based on the Rigor/Relevance Framework and Rigor COMPASS Model, where high expectations are held for each student while providing the necessary support and assessment practices to achieve those expectations. The Academy's highly qualified teachers strive to ensure that students' individual academic needs are met through differentiated instruction and assessments. It is the belief of the Academy that each child in the PreK-7th grade, and eventually PreK-12th grade program is a unique and capable individual. The variety of ethnic backgrounds and traditions are not only valued, moreover they are embraced and integrated into the daily instructional practices. The embracing and integration of diversity promotes a school culture, which allows all stakeholders to appreciate their own culture and that of others. Teachers encourage students to share their personal backgrounds and to learn about others' through making text-to-text, text-to-self, and text-to-world connections, promoting global and cultural awareness in the process.

The mission of Noor International Academy ("Academy") is to provide its students with quality education that focuses on the Michigan core curriculum and an emphasis on international cultures, including the study of a language, culture, and history different from one's own. The Academy prepares students to be independent lifelong learners and productive working members of a global society with an academic program that supports and provides diversity, authentic learning experiences, and leadership development skills. The Academy provides an environment that enables various ethnic traditions, values, and experiences to enrich and nurture one another. A safe and orderly learning environment encourages students to become responsible decision-makers who are reflective, equitable, respectful, and understanding. Moreover, the Academy educates the whole child by ensuring students are actively engaged with access to personalized learning experiences, supported by highly qualified teachers, and prepared for success in college, work and life.

The Academy prepares students for a successful transition to the workforce and life after high school by focusing on career and college readiness skills. The goal is to prepare all students to be committed to continuous learning. The Academy strives to maximize each individual's intellectual, physical, psychological, and moral self by offering a rigorous curriculum based on a thematic approach to learning and planning that integrates concepts across disciplines including 21st century skills that encourage collaboration in cooperative learning structures and project-based opportunities.

Through the delivery of the unique internationally minded curriculum, co-curricular, and extracurricular activities, the Academy endeavors to prepare its students to become contributing members of local, regional, and global communities. As future leaders, students recognize and participate in a free, democratic, and market-driven society by becoming verbally, visually and technologically literate life-long learners. The Academy teaches and embraces the value of diversity, differences and similarities between and among cultures, religions, countries and people of the world. Students demonstrate strong morals, sound character, and a caring attitude toward humankind. The Four Pillars of Hamadeh Educational Services which emphasize Scholarship, Character, Culture and Community serve as the foundational focus for curriculum development and instruction. The Academy's value system builds student confidence and develops leadership skills through the character education curriculum and service learning projects.

Noor International Academy strives to provide all students with a high-quality education, aligned with the Michigan Core Curriculum in preparation for future graduation from high school, as well as in obtaining the skills needed for life after graduation. The Academy focuses on shaping life-long learners through rigorous and relevant instructional practices that encompass the skills of the 21st century. To ensure that

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instruction is individualized for students' ability levels, as well as learning styles and interests, students are assessed on a daily basis. Multiple assessment data sources such as formative and summative classroom assessments, student portfolios, Scantron Ed-Performance Series assessments (eventually the NWEA assessment for the 2015-2016 school year) and the new and improved World Class Instructional Design Assessment (WIDA) , Developmental Reading Assessment 2 (DRA), Qualitative Reading Inventory (QRI), the new Michigan assessment, the M-STEP, and other research-based assessment tools are used to determine student achievement. Noor International Academy has also participated in various pilot assessments in hopes of preparing both students and teachers for the next wave of assessments and test taking strategies, such as the MI-Interim Social Studies and Science assessments for 3rd-5th grades and the Smarter Balanced Assessments for 3-5th grades in 2012-2013.

The Academy's staff inspires students to achieve academic excellence while preparing them for their future roles as responsible citizens and community leaders. Teachers strive to incorporate differentiated learning, engaging projects and higher order thinking into daily classroom instruction. The Academy's staff takes part in numerous professional development sessions throughout the school year to educate teachers on research based strategies. Several professional development sessions that teachers have already participated in during the 2014-2015 school year include planning and targeting RTI strategies, engaging students through interactive lessons, Sheltered Instruction strategies, classroom management strategies, and the Epstein Family Engagement Model.

Noor International Academy embodies its purpose through the multitude of programs that are offered to students that are not quite yet at grade level. Noor International Academy staff use the Response to Intervention Model to identify, monitor and track student progress and to identify students for the programs that are offered for Section 31a, Title I students and English language learners . Documentation is monitored by teachers and administrators through Power School and meeting minutes.

The programs that are being offered to students during the 2014-2015 school year include After School Achievement Campers, Summer School, and after school tutoring provided by classroom teachers and highly qualified paraprofessionals for Section 31a students.

Noor International Academy's assessment policies and practices, in addition to data-driven decision making, support the identification and placement of students in appropriate tiers to receive services that best meet their needs. The Academy utilizes Response to Intervention (RtI) to better identify areas of improvement for each child, and what steps to take in order to make progress in those areas. The RtI team meets to analyze student data and set learning goals for each child on a regular basis throughout the school year. Differentiated lessons by the classroom teacher, as well as double dosing of instruction by the Paraprofessional, are then put into place according to each child's identified Tier in the RtI process. Noor International Academy's tutorial program provides another layer of instruction for At-Risk students during school. An afterschool program is also available to service qualified students in the core subject areas.

To further assist students in achieving their academic goals, Noor International Academy facilitates multiple channels of communication with the home. Parents and guardians receive letters, also translated in Arabic, informing them of events and programs going on in the school regularly. The academy offers additional opportunities for family engagement through Parent Teacher Council meetings, Parent Teacher Conferences and English Language Acquisition programs for parents as well as other opportunities such as assemblies and Professional Development sessions on reading strategies and homework support at home.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Noor International Academy has been in operation for four school calendar school years, with the first year being 2011-2012. In just four short years, the Academy has achieved notable recognition as earning an A by the State of Michigan on the annual report card ranking for the 2012-2013 school year. For the 2012-2013 school year, Noor International Academy received 72.5% proficiency on the 2012 fall MEAP results. Noor International Academy was also ranked 5th for MEAP proficiency for public schools in the state of Michigan for 2012-2013, (Source: Fall 2012 MEAP - Public Release). For the 2013-2014 school year, Noor International Academy's 5th grade class did score a rating of 95% proficient on the Reading Assessment and the Academy was ranked a Reward School; Highly Progressing by the state of Michigan.

The Founder of Noor International Academy, Mrs. Nawal Hamadeh, started the Academy with a vision and continues to ensure that Noor International Academy provides an environment focused on preparing students for their future successes as responsible, driven, upstanding citizens and leaders in society. Mrs. Nawal Hamadeh was inducted into the National Heritage Hall of Fame, was honored with the Lebanese American Heritage Club Outstanding Leadership and Service in Education Award, and was recognized as the Arab American Professional of the Year in the field of Education. In the November 2010 issue of Time Magazine, Mrs. Nawal Hamadeh was recognized as one of "Detroit's Unlikely Saviors," and Roy Ritchie from Time commented that "Nawal Hamadeh's charter schools seek to fill a gaping hole in the city's education system."

All teachers at Noor International are Highly Qualified, successful leaders of the classroom. Our certified, experienced teachers hold degrees from nationally and internationally renowned colleges and universities. With uncommon dedication, our staff works closely with students and parents, sharing information and providing the personal attention necessary to help each child excel. At Noor International Academy, professional and paraprofessional staff and support personnel work as a cohesive team with one common purpose: a superior education for our students, the decision-makers and leaders of tomorrow.

As Noor International Academy continues to grow in population and size, the Academy is continuously working on adding funding through state and federal grants. During the 2013-2014 school year, Noor International Academy received Title III status and Title III funding which was used to fund the STEM and Literacy Afterschool Camp through Initiative Science in order to address Literacy and Science for Limited English Proficient students.

The Academy strives to increase the proficiency rate on what was the MEAP assessment and now the newly released M-STEP assessment in reading, math and science, and social studies as the Academy is beginning to enroll a higher percentage of English Language Learners from the surrounding school districts in the coming school years. Noor International Academy will continue working on ensuring that the achievement gap between the highest performing students and the bottom 30% of struggling students is significantly decreased every school year. In order to address this change in student demographics, Noor International Academy will focus on maintaining quality instruction in the classroom, an integration of supplemental resources, data driven decision making and the Response to Intervention Model/Multi-Tiered System of Supports to continue working on monitoring and tracking student progress.

As the Academy continues to grow and improve in the right direction. Noor International Academy has set the goal to improve students' overall and individualized grade level proficiency, and National Percentile Ranking, in all core tested subject areas on standardized assessments. Particular focus will be placed on improving teaching and learning techniques in core academic subjects, and implementing

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targeted tutoring, with anticipated funding, through the Title I Targeted Assistance and Section 31a At-Risk Programs. Furthermore, the Academy aims to provide teaching staff with continued professional development opportunities in learning to employ best and research-based teaching strategies proven to be effective for all students. Noor International Academy's continued objective is to ensure that all children are achieving in measureable ways in relation to state and national standards.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Noor International Academy aims to provide its students with a quality education that focuses on the Michigan core curriculum and international cultures, including the study of a language, culture and history different from one's own. The Academy provides an education that will enable the various ethnic traditions, values and experiences of students to enrich and nurture one another. Noor International Academy was founded to address the unique needs of families living in the Detroit-Metropolitan area who have found the traditional public school systems unable to meet their children's needs, largely due to language and cultural barriers, one that set the bar high for students.

Noor International Academy is dedicated to the training and Professional Development of staff throughout the school year. At the beginning of the school year, the Academy provides a teacher orientation in which various administrators and outside agencies offer mentoring and training to further meet the needs of the students. Additionally, the Director of Staff mentoring and coaching for Noor International Academy provides supplementary mentoring and training to teachers regarding the McRel Teacher Evaluation System that is used to evaluate teachers. Ongoing training and mentoring is provided to the Instructional Administrative Team to assist in the evaluation of teachers through the use of walkthroughs and formal observations. During the 2014-15 school year, the school administrator conducted ongoing walkthroughs and two formal observations for each teacher. Walkthroughs and observations provide teachers with valuable feedback regarding the instructional strategies that were visible in the classroom. The electronic walkthrough feedback form highlights research-based strategies and best practices, as well as recommendations for teachers to further improve instruction. A similar process is followed for all tutorial staff as well. Noor International Academy aims to improve the achievement of all of its students by making informed decisions through data analysis. The Director of Research and Evaluation works closely with instructional administrators and teachers to provide training and mentoring on how to analyze data, and further inform instruction based on the analysis. Through the use of Tableau, an online data management system, various workbooks are created that allow staff to access student data in useful ways via charts, graphs, and data dashboards. Such resources and data enable the staff to follow the School Improvement Process and evaluate and monitor student progress, in addition to providing necessary interventions as outlined in the school's Response to Intervention Plan.

Noor International Academy strives to meet the needs of all students. The Academy has a Special Education Program that offers needed services to students including resource room, speech and language support, occupational therapy, and social work. The program consists of one highly-qualified certified teacher whom provides services to students with Individualized Education Plans (IEPs). The Academy has a school psychologist, social worker and speech therapist that the Academy works with ensuring that all students' needs are met. The Special Education Program is overseen by a coordinator of Special Programs who provides guidance and mentoring for all Special Education staff, as well as establishing relationships with parents of students with special needs. The certified special education staff members provide ongoing support and teaching, to ensure that students reach mastery of established goals in compliance with State and Federal regulations. Noor International Academy provides a full range of the Arabic curriculum. Students attend three hourly sessions per week with a highly qualified teacher of the Arabic language.

Additionally, the Academy's Arabic teacher implements best practices of reading and writing across the curriculum. The Academy promotes the collaboration and planning of various events, which highlight the Arabic language such as Arabic Language Day, including the school-wide assembly where the Arabic culture is represented with various cultural displays, songs, poems and performances.

Noor International Academy's Tutorial Program provides added support for students identified in need of Tier II services and/or At-Risk through Response to Intervention (RtI) process. The services are provided using small group interventions and occur during the school day, ranging from a double dose of instruction, remediation skills, or an additional layer of support for English Learners. Classroom teachers

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provide weekly plans for tutorial staff members to facilitate during scheduled times in the classrooms. The tutorial program is overseen by the School Principal, whom schedules services for students placed in Tier II. The Academy provides a combined program through the RtI process, which offers support to students using Sheltered Instruction Observation Protocol (SIOP) as part of Tier I intervention.

Additionally, Noor International Academy has successfully started and implemented several new programs in the past two years, such as a full day Great Start Readiness Program with 16 student spots in the fall of 2013, as well as starting the Academy's first Elementary Honor Society Chapter in the fall of 2013.

Noor International Academy has a supportive and engaged Parent Teacher Council. The PTC sponsors and facilitates many family engagement activities throughout the school year, including Donuts with Dad, Muffins with Mom, the Scholastic Book Fair, Game Night and a Chuck E. Cheese fundraiser. The PTC raised enough money during the Fall Scholastic Book Fair, which each classroom teacher was awarded \$150 to spend on additional books and resources for the classroom. The Academy utilizes the Epstein Family Engagement Model to promote volunteering and open communication between school and home. The Academy earned 100% Parent Attendance during November, February and May of 2014-2015 Parent/Teacher Conferences in Grades Pre K-7.

Noor International Academy also incorporates the PBIS system to promote positive behavior and to create a positive school culture for students and teachers. Students can earn an "iLead by Success Slip" for exhibiting monthly character traits, such as being an inquirer, being knowledgeable or being a risk taker. The slips are collected and a monthly drawing occurs during a school wide assembly every month. Noor International Academy also recognizes Student of the Month which is geared towards academic achievements and Character Awards during these assemblies as well. It is the philosophy of Noor International Academy to create a positive and supporting learning environment for all stakeholders.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

To ensure effective parent involvement throughout the school year, the Academy has included the following as part of our school policy: Training for parents on student learning goals, how to monitor progress, and how to help children, training for personnel on how to work with parents, coordination of parent involvement activities with preschool and other programs, appropriate roles for community-based organizations and businesses, information in language used at home, other reasonable support for parent involvement activities.

Parents are involved both as committee members and electronic participants in all School Improvement Team (SITs) and in particular the FAA teams in the Design component as follows:

*Design- Our School Improvement Team consists of 8 Action Research Teams. Each of these teams are responsible for the Plan/Design, Implement and Evaluate components of the School Improvement Process. Each team has at least one parent, except for the Family Activities Assistance team that has at least 4 parents. In addition, each SIT team has an electronic member that is a parent and one that is a student. We gather electronic feedback from parents via surveys as well as a part of the parent committee and our open door policy.

Parents are key stakeholders in the entire process of Design/Plan, Implement and Evaluate.

Parents were selected on their roles by selecting their interest on their child's application to the Academy. The parents are then called to verify their commitment and level of their commitment. Meetings are coordinated through email, phone calls and in person. For Electronic Members, the detailed Meeting Minutes are sent to them to ensure that parents are informed and aware of any updates.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Parents are involved and encouraged to actively participate on the School Improvement Team's (SITs). The 8 School Improvement Teams are made up of staff, parents and students to ensure an equal partnership in the design process. Each team also has electronic community members to ensure even more participation in the process. All SIT team members participate in the Design, Implementation, Evaluation/Design process. One School Improvement Team that is run by a parent lead, is the Family Activities and Assistance Team, which is made up of 4 parents and 4 students.

In the Design phase, stakeholders are encouraged to review possible resources, review possible Professional Development (PDs), complete surveys, identify gaps in student achievement and reasons for gaps, update SIP strategies and objectives, use the 5 questions form, update Title I components if needed, assist in the completion of the School Data Profile.

In the Implementation phase, parents are involved as both committee and electronic members on various SIT and the FAA Team's, to provide the services and resource, as well as to observe and provide artifacts to support implementation.

In the Evaluate phase, parents are involved in all SIT committees to evaluate and ensure implementation is effective, implemented with fidelity, review and validate data sources and determine whether to continue, modify or remove programs and services that are offered at the Academy.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

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The final Improvement Plan is communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress is completed through the use of School Improvement Teams. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils receiving Title I, Part A services and other residents of the school district are invited and encouraged to voluntarily participate in the development, review and evaluation of the district's School Improvement Plans through participating on the SITs as active members or as electronic members. The final Improvement Plan is communicated to all stakeholders after it is Board approved, it is posted on line making it available for all stakeholders to view, and is shared at the beginning of the school year orientation with all staff members with documented Meeting Minutes. The School Improvement Plan is also used throughout the school year by staff members in meetings and Professional Development training sessions.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Student enrollment trends directly affect staffing and the needs of the Academy. As enrollment increases or decreases, staffing trends and needs change. An increase of enrollment will lead to an increase of staffing and vice versa. The state allocates funds per student which gets applied to hiring teachers and other instructional personnel based on the number of students enrolled. The number of staff are required to be sufficient to meet the needs of each student. As enrollment increases, it is common that the Academy would respond to the increase by creating additional sections and/or courses to fulfill the requirements of the school-wide program.

At Noor International Academy, enrollment is open to all students who are Michigan residents as well as foreign exchange students who are not U.S. citizens. The Academy's Board has established a policy of priority enrollment for siblings of current students. Children of Board members and Academy employees are also eligible for first priority enrollment. Following the Academy's open enrollment period, which is usually during the spring of the academic school year, students are chosen through a public lottery administered and witnessed by the Academy's Superintendent, a Certified Public Accountant (CPA), and the Main Office Manager and Pupil Accountant. Parents of children enrolled in the lottery are also invited to attend the event.

Enrollment at Noor International Academy is based on the space availability for that school year. As students transfer out, the Main Office Manager and Pupil Accountant examine the wait list, and begin the necessary follow up by sending out an acceptance letter and directly contacting parents/guardians of the next applicant on the lottery database.

Enrollment has increased significantly from the Academy's first year of operation in 2011-2012 to the current year, 2014-2015. In the 2012-2013 school year, Noor International Academy was a K-5 Academy that had 113 students, eight full time teachers, and two full time paraprofessionals. For the 2013-2014 school year, the Academy added on two additional grade levels, Pre Kindergarten and 6th grade, which increased the enrollment to 193 students, ten full time teachers, one shared Resource Room teacher, two full time instructional technicians and two full time paraprofessionals. For the 2014-2015 school year, the Academy added another new grade level, grade 7. The Academy now stands as a Pre K-7th grade building and it has an enrollment of 211 students. For the 2015-2016 school year, the Academy will be adding on an 8th grade classroom, operating as a PreK-8th grade Academy.

The increasing student enrollment trends impacts staffing in that more staff is required as enrollment continues to increase. The Academy will need to hire more Highly Qualified staff members to facilitate and implement rigorous instruction to students.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Currently there are no challenges with student attendance, as the Academy maintains a solid yearly attendance rate. Noor International Academy has a system in place to monitor daily student attendance to ensure that the Academy is meeting state requirements. The Academy's Pupil Accountant and Principal run attendance reports in Power School and maintain a detailed database. This report is shared
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daily with management and the district's Central Office, to ensure that all stakeholders are vigilant and aware. The annual attendance percentage for the 2011-2012 school year was 95%, the annual attendance percentage for the 2012-2013 school year was 93%, the annual attendance percentage for the 2013-2014 school year was 95%, the current percentage for the 2014-2015 school year is 95%.

During the 2013-2014 school year, the lowest day of attendance was on 1/27/14, being 77% due to the harsh and cold weather conditions. During the 2014-2015 school year, the lowest attendance percentage was on 1/9/15, that being 85% due to the harsh and cold weather conditions.

During the 2013-2014 school year, Noor International Academy purchased a program that is intended to make to make communication with parents regarding school closings and school news using School Outreach much easier. This program has been consistently utilized during the 2014-2015 school year, in addition to Remind 101 (a free text messaging app that connects teachers directly to parents, and parents to school), social media sites, such as Facebook and Twitter. The communication component has improved in regards to notifying parents of school closings, alerts and school happenings.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

When analyzing the three year trend data in student behavior, the Academy was not able to identify any challenges. The Academy has not yet had to suspend or expel any students. Typical infractions or violations consist of minor infractions, that warrant after school detentions.

The Academy utilizes a specific district wide Discipline Rubric that is used when reflecting on and managing student behavior concerns. This Discipline Rubric is updated on an annual basis by the School Improvement Team-Safe and Secure Learning, which is made up of all stakeholders including parents, teachers, students and staff members.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

If there are any identified challenges in regards to student demographic data, then they would be promptly taken care of at the building issue. If the problems persisted, the support of Central Office/Support Center would also be given in order to ensure that issues are resolved.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

Noor International Academy has identified the impact that this data may have on student achievement, as school leaders who have been teaching or leading a building for quite some time in their careers have an advantage over beginning principals. Veteran principals are prepared and have attended multiple professional developments in helping them become more seasoned educators. With this said, veteran administrators have a better understanding of how data can be used in the classroom, at the school level as well as understanding a variety of instructional strategies that can be best implemented in the classroom to meet the needs of all students. A seasoned principal can also provide the mentoring and guidance that is needed for all staff, primarily beginning teachers, by facilitating and leading an effective and

imperative Beginning Teacher Mentor Program that meets MDE's criteria for new teachers.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

Noor International Academy provides beginning teachers with the required Mentor to meet the 60+ hours that are designated for beginning teachers to ensure that student achievement is not at stake. Beginning teachers also receive professional development sessions by administration on topics that are addressed through student data as being a need, such as differentiation, accommodations to meet the needs of English Language Learners, special needs students and interventions that can be used for the RTI process. Academy administrators send beginning teachers to professional development sessions at Macomb ISD and other neighboring ISDs to receive training on areas aligned in the School Improvement Plan. Teachers monitor and track their professional development hours using a Professional Development Log (PDL), as well as a Survey Monkey link to monitor and track just their 30 hours of Beginning Teacher Mentoring hours. Administrators also monitor these logs for consistency, accuracy and fidelity to ensure that teachers meet the required 60+ hours by the end of the school year.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

As the Academy reviews the total number of days for school leader absences, there does not prove to be a significant impact on student achievement. When the building administrator is set to be out of the building, a substitute administrator is assigned to fill in. By doing so, this helps to ensure that adequate supervision, curriculum expectations, content expectations, student behavior expectations and high standards are still in place.

The building administrator does not take off any intentional days during crucial times, such as state standardized assessment time or district wide standardized assessment time, to ensure fidelity and effectiveness of testing conditions and environment, in order to maintain high academic success.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Noor International Academy does not currently have an issue with excessive absences taking place in the building that negatively impacts student achievement data. When there are staff absences, the Academy employs highly qualified substitute teachers to take the place of the classroom teacher.

Each classroom teacher is required to maintain and submit a Substitute Folder that includes the classroom management plan, a complete student roster, student allergies, classroom procedures, and a break down of the classroom incentives. Academy teachers are also required to maintain two days worth of copies and materials on hand in order to be prepared for emergencies, as well as a copy of the weekly lesson

plans and unit planner.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

If the Academy did identify any challenges regarding teacher or school leader demographics, they would be addressed promptly by either the school building administrator, or through Central Office/Support Center staff.

One-on-one meetings would be held if necessary and action plans would be created to address the issue(s). If problems persisted, a Warning Notice would then be issued to the staff member. These notices are then kept on file.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

In reviewing the results of the 14-15 School Systems Review, the strands/standards/indicators that stand out as strengths for the Academy, include Strands I (Teaching for Learning), which scored an overall rating of 2.8 and Strand II (Leadership for Learning), which scored an overall rating of 2.88.

Strand I, Standard 1: Academy staff felt that the Academy fully implements the alignment component of the curriculum, the coherence component of the curriculum by having staff assist in the development of grade level Power Standards and curriculum planners.

Standard 2: Academy staff felt that the Academy fully implements all components of instructional design by collaboratively planning to write and align school wide curriculum through PLC meetings, staff wide meetings. The Academy staff also feels that instruction is designed to meet the needs of all students through the implementation of differentiated learning groups in reading and math, RTI interventions, Section 31a paraprofessional support and after school tutoring.

Standard 3: Academy staff felt that the Academy fully implements all components of the assessment system, by creating balanced assessments, analyzing student data on a regular basis and informing parents of student success.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

In reviewing the results of the 2014-2015 School Systems Review, the strands/standards/indicators that stand out as challenges were the following:

Strand III: Professional Learning Culture

This strand received an overall rating of 2.25. Standard 8 received a partial implementation rating. The Academy is working on incorporating a much more effective and efficient way to monitor and evaluate professional development sessions, in order to achieve a higher rating on this standard for the next school year. One such way of doing so would be through an online survey that is quick and easy for staff to complete, as well as one that would help the Academy monitor the effectiveness of professional development sessions.

12. How might these challenges impact student achievement?

These challenges may impact student achievement as, professional development sessions are extremely important and crucial for all teachers, especially beginning teachers. The Academy has a larger percent of beginning teachers versus veteran teachers, thus the type of professional development sessions that are offered, need to be focused on instructional strategies, data analysis, differentiation, 21st century skills and incorporation of higher order thinking skills.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

The actions that could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review, would be to ensure that the Professional Development Database is up to date and contains professional development sessions both in the school building and at local venues and ISDs that focus on the high priority areas of English Language Arts, Mathematics, Science, Social Studies and that target instructional strategies such as differentiation, higher order thinking, collaborative/cooperative groups, and hands on learning.

The Academy can also ensure that there are enough learning opportunities, with the use of state and federal funding, to send content area teachers to professional development sessions throughout the school year in order to learn new strategies that will target student achievement. The Academy can also ensure that there are enough resources and supplemental materials purchased through Title I funding to supplement the core curriculum in the content areas, so that teachers have ample resources to use in order to target gap areas and specific student needs.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Noor International Academy ensures that all students including students with disabilities have equal access to all programs and interventions.

The Academy uses the district wide RtI plan to make decisions for all students related to implementation of tiered interventions. The RTI team works collaboratively to make decisions in the best interest of the student, working on creating tiered interventions and documenting this effectively in Power School. Student data is monitored and analyzed in weekly mentor meetings by both classroom teachers and administration. Student meetings are also taking place if needed, as well as involving and informing parents of the process. Every decision is made using the RTI process, such as when recommending students for the after school program, creation of the Section 31a tutorial rosters, and recommendations for the Section 31a and Title I split funded summer school program.

School officials work closely and openly in the best interest of the students, to ensure that no student is left behind and that students with disabilities are having their needs met per student Individualized Education Plans. The Coordinator of Special Programs and the Principal closely monitor students progress in Power School and ensure that general education classroom teachers are provided learning opportunities on efficiently integrating student accommodations into the general education classroom and on assessments.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Noor International Academy makes Extended Learning Opportunities available to all students using Academy's approved RTI plan. In Tier 2, Students receive the additional best practice strategies and interventions: Use of Supplemental Technology Devices/Resources (supplemental workbooks, online learning activities with touch screen laptops/netbooks, etc.), Supplemental During School Tutorial Program (31a/Title IA), Supplemental After School Tutorial Program (31a/Title IA/Title III), Supplemental Summer School Tutorial Program (31a/Title IA), Participation in Family Engagement Activities, Supplemental Mentoring Program for Staff - Master Teacher Programs to ensure that teachers are knowledgeable (Technology Integration, Teacher Mentoring PD, PDxpert Modules, Discipline Help, etc.).

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Student progress is documented and monitored throughout the course of the intervention using Power School. Progress reports are then sent home to parents every 4-6 weeks to keep parents engaged and informed throughout the RTI process. Student progress is reviewed regularly by teachers and the Principal, using student classroom data and available standardized assessment data, such as the Qualitative Reading Inventory for grades 2-5 (QRI), the Developmental Reading Assessment for K-1st grades (DRA) or the Scantron assessment for K-7. Interventions are monitored for integrity and fidelity by the building principal through the use of lesson plans, daily classroom power walk-throughs, Gradebook reviews, and mentor meetings with classroom teachers. If interventions are not working and progress is not evidenced, interventions are adjusted based on student's response to intervention using researched best practice. Adjustments in interventions are reviewed within 4-6 weeks, in which the RTI team meets to develop new interventions that can be implemented in the classroom.

The Rtl team identifies students to be referred for Tier III intervention based on results of the academic data. Research-based interventions are matched to student's targeted skill deficit area(s) by the RTI team. Attendance and progress monitoring data is documented on the district's Intervention Log-PowerSchool Log Entries for meetings with Instructional Administration. Progress is reviewed regularly by the Rtl team. Progress reports are sent to parents every 4-6 weeks to ensure that parents are informed and updated of their child's progress. The School-based Rtl team determines if the student needs: continued Tier III Interventions, to discontinue Tier III interventions and return to Tier II and Tier I interventions, or referral to Pupil Appraisal Services for possible special education evaluation based on student monitoring, student progress and data.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

In order to inform parents and student of Extended Learning Opportunities, Noor International Academy provides family engagement PD sessions throughout the school year and primarily at the beginning of the school year. School administrators inform parents of the opportunities for remedial programs at the annual Parent Orientation that is held in August and once again at Parent Curriculum and Assessment Night held in September. At these events, the RTI plan is also shared with parents at RTI meetings to ensure that they are well informed. At the beginning of the school year, notes are sent home to parents to inform them of our after school program opportunities, as well as the services that our paraprofessionals will be providing to identified Section 31a students.

Any students that are enrolled in the RTI program, receive Progress Reports to update and inform parents of student grades, student progress and classroom news.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

The evidence that the Academy has to indicate the extent to which the state content standards are being implemented with fidelity in each grade level includes the following items:

- Professional Learning Communities (PLC) meeting minutes
- Mentor meeting minutes
- Follow up emails with staff members
- Unit Planners
- Scope and Sequence for each unit
- Power Standards that have been aligned and created using the Common Core Standards and Michigan GLCEs

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

The Academy does not administer the MIPHY survey.

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

The Academy utilizes a number of assessment items to determine achievement scores, which include the following data sources:

-Scantron Performance Series for Grades K-7 in reading and English Language Arts

The Academy utilizes the scaled scores that are provided by Scantron EdPerformance for each subject area to make informed decisions pertaining to student achievement. The scaled score is a transformation of a student's underlying ability estimate, as calculated by the Rasch model of measurement, and is independent of grade level. Scaled score values in Performance Series typically ranges from 1300 to 3700. Most computer adaptive tests use an Item Response Theory (IRT) based measurement model to determine a student's expected level of performance within a subject area. This score is used to track student's progress over time, from fall to spring, or year to year. Changes in scaled score provide estimates of student improvement or growth in the underlying subject area knowledge over time.

The Academy also utilizes the National Percentile Ranking (NPR) that is provided by Scantron EdPerformance for each subject area to make informed decisions pertaining to student achievement. The NPR uses the Scaled Score to compare the student to members of the Performance Series national norm group within the same grade level. The numerical value illustrates the percentage of students that the selected student would be expected to score above in the norm group comparison. Different values appear for the fall, winter and spring test administrations to reflect different levels of knowledge for those time periods. A student with an NPR of 74 would mean that his or her score is above 74% of grade level peers in the national norm group.

For the 2015-2016 school year, the Academy will be implementing and utilizing the NWEA assessment, instead of the Scantron EdPerformance assessment. Once longitudinal assessment data is available, this will be used to make comparisons from fall to spring terms and eventually from school year to school year.

Other student achievement data sources that are utilized by classroom teachers, administration and the Academy include:

-Reading Foundations and Mathematics for K-1

-Reading, ELA, Mathematics and Science for 2-7

-PowerSchool Gradebook was used to gather criterion referenced formative and summative performance data to gain a clear understanding of the effectiveness of the school's programs/process, curriculum and instructional practices, and to track student demographic subgroup performance.

-2013-2014 WIDA Assessment Data

-Developmental Reading Assessment Data for K-1st grades

-Qualitative Reading Inventory for 2-5th grades

When determining reading strengths, the School Improvement Team analyzed and reviewed fall 2014 to spring 2015 reading Scaled Scores from Scantron EdPerformance. The Scantron reading assessment assesses students on the following domains within reading: vocabulary, long passages, fiction, non-fiction.

In the 2nd grade, the students scored the highest scaled score of 2499 on long passages.

In the 3rd grade, the students scored the highest scaled score of 2515 on non-fiction text.

In the 4th grade, the students scored the highest scaled score of 2774 on fictional text.

In the 5th grade, the students scored the highest scaled score of 2900 on non-fiction text.

In the 6th grade, the students scored the highest scaled score of 3018 on non-fiction text.

In the 7th grade, the students scored the highest scaled score of 3033 on non-fiction text.

19b. Reading- Challenges

When determining reading challenges, the School Improvement Team analyzed and reviewed fall 2014 to spring 2015 reading Scantron EdPerformance data. The Scantron reading assessment assesses students on the following domains within reading: vocabulary, long passages, fiction, non-fiction.

In the 2nd grade, the students scored the lowest scaled score of 2440 on vocabulary.

In the 3rd grade, the students scored the lowest scaled score of 2446 on fictional text.

In the 4th grade, the students scored the lowest scaled score of 2704 on vocabulary.

In the 5th grade, the students scored the lowest scaled score of 2802 on vocabulary.

In the 6th grade, the students scored the lowest scaled score of 2943 on vocabulary.

In the 7th grade, the students scored the lowest scaled score of 2923 on vocabulary.

When analyzing fall to spring National Percentile Rankings (NPR) for grades 2-7 in Reading, the following NPR percentages were determined:

In the district wide standardized Scantron Performance Series Reading assessment for 2nd graders, second grade students scored 72% National Percentile Ranking (NPR) in the fall of 2014, and the 2nd graders scored a 74% NPR ranking in the spring of 2015.

In the district wide standardized Scantron Performance Series Reading assessment for 3rd graders, 3rd grade students scored 49% National Percentile Ranking (NPR) in the fall of 2014, and the 3rd graders scored a 48% NPR ranking in the spring of 2015.

In the district wide standardized Scantron Performance Series Reading assessment for 4th graders, 4th grade students scored 58% National Percentile Ranking (NPR) in the fall of 2014, and the 4th graders scored a 60% NPR ranking in the spring of 2015.

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In the district wide standardized Scantron Performance Series Reading assessment for 5th graders, 5th grade students scored 35% National Percentile Ranking (NPR) in the fall of 2014, and the 5th graders scored a 56% NPR ranking in the spring of 2015.

In the district wide standardized Scantron Performance Series Reading assessment for 6th graders, 6th grade students scored 63% National Percentile Ranking (NPR) in the fall of 2014, and the 6th graders scored a 64% NPR ranking in the spring of 2015.

In the district wide standardized Scantron Performance Series Reading assessment for 7th graders, 7th grade students scored 50% National Percentile Ranking (NPR) in the fall of 2014, and the 7th graders scored a 51% NPR ranking in the spring of 2015.

-2nd Grade Reading Common Core Standards That Have Been Identified by EdPerformance As Areas of Need:

-No CCSS were identified for 2nd grade.

-3rd Grade Reading Common Core Standards That Have Been Identified by EdPerformance As Areas of Need:

Fiction CCSS.ELA-Literacy.RL.3.3 The learner will identify character traits in a third grade fictional passage.

Fiction CCSS.ELA-Literacy.RL.3.3/CCSS.ELA-Literacy.RL.3.5 The learner will use knowledge of story structure, story elements, and key vocabulary to interpret stories.

Fiction CCSS.ELA-Literacy.CCRA.R.2 The learner will identify the main idea of a short third grade fictional passage.

Long Passage CCSS.ELA-Literacy.CCRA.R.1 The learner will draw conclusions from a third grade long passage.

Long Passage CCSS.ELA-Literacy.CCRA.R.2 The learner will identify the main idea of a third grade long passage.

Long Passage CCSS.ELA-Literacy.RL.3.2 The learner will interpret the moral lesson of a third grade long passage.

Long Passage CCSS.ELA-Literacy.RL.3.1 The learner will identify details from a third grade long passage.

Long Passage CCSS.ELA-Literacy.RL.3.3 The learner will evaluate a character's motives in a third grade long passage.

-4th Grade Reading Common Core Standards That Have Been Identified by EdPerformance As Areas of Need:

Fiction CCSS.ELA-Literacy.RL.4.3 The learner will analyze characters in a short fourth grade fictional passage.

Fiction CCSS.ELA-Literacy.RL.4.9 The learner will compare and contrast the treatment of similar themes and topics and patterns of events of fourth grade fictional texts from different cultures.

Long Passage CCSS.ELA-Literacy.RL.4.1 The learner will predict what will come next in a fourth grade long passage.

Long Passage CCSS.ELA-Literacy.RL.4.1 The learner will answer basic comprehension questions about a fourth grade long passage.

Long Passage CCSS.ELA-Literacy.CCRA.R.1 The learner will extend the meaning of a fourth grade long passage.

Long Passage CCSS.ELA-Literacy.CCRA.R.4/CCSS.ELA-Literacy.L.4.5a The learner will infer meaning from figurative language in a fourth grade long pas

-5th Grade Reading Common Core Standards That Have Been Identified by EdPerformance As Areas of Need:

-There were no Common Core Standards found for 5th grade reading.

-6th Grade Reading Common Core Standards That Have Been Identified by EdPerformance As Areas of Need:

Fiction CCSS.ELA-Literacy.RL.6.3 The learner will identify the climax of a sixth grade fictional passage.

-7th Grade Reading Common Core Standards That Have Been Identified by EdPerformance As Areas of Need:

-There were no Common Core Standards found for 7th grade reading.

19c. Reading- Trends

When analyzing the fall to spring Scantron student data for grades 2-7, it was determined that from grades 3-7, students scored much higher using scaled scores on the domain of informational text. This can be due in part to the push and integration of informational text through the core reading curriculum, the supplemental resources that teachers incorporate, such as Curriculum Associates, Read Works articles, the integration of Literacy Across the Curriculum, integration of social studies, science and mathematics based articles into the literacy block, guided reading groups and thematic planning.

When analyzing the fall to spring Scantron student data for grades 2-7, it was determined that a majority of the grades and students struggled with vocabulary. This could be in part due to the fact that the Academy has a high percentage of English Language Learners, with approximately 57% of students being identified as ELL. In order to target this gap area, the Academy is looking at purchasing additional online reading technology programs for the 2015-2016 school year, such as Raz Kids for the Summer Program, My On Reading for K-8, Sadlier Oxford supplemental resources that target vocabulary, Marzano's Academic Vocabulary, concept maps, differentiation, as well as implementing a new progress monitoring tool, Aimsweb benchmark assessments in Math and Reading. This new assessment will provide teachers with additional student data to use in the classroom for grouping students, monitoring students and providing small group individualized instruction.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

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20a. Writing- Strengths

When determining reading strengths, the School Improvement Team analyzed and reviewed fall 2014 to spring 2015 English Language Arts Scaled Scores from Scantron EdPerformance. The Scantron ELA assessment assesses students on the following domains within English Language Arts: sentence structure, punctuation, capitalization and parts of speech.

In the 2nd grade, the students scored the highest scaled score of 2439 on capitalization.

In the 3rd grade, the students scored the highest scaled score of 2469 on sentence structure.

In the 4th grade, the students scored the highest scaled score of 2560 on sentence structure.

In the 5th grade, the students scored the highest scaled score of 2600 on punctuation.

In the 6th grade, the students scored the highest scaled score of 2801 on punctuation.

In the 7th grade, the students scored the highest scaled score of 2739 on parts of speech.

20b. Writing- Challenges

When determining writing strengths, the School Improvement Team analyzed and reviewed fall 2014 to spring 2015 English Language Arts Scantron EdPerformance data. The Scantron ELA assessment assesses students on the following domains within English Language Arts: sentence structure, punctuation, capitalization and parts of speech.

In the 2nd grade, the students scored the lowest scaled score of 2422 on sentence structure.

In the 3rd grade, the students scored the lowest scaled score of 2404 on parts of speech.

In the 4th grade, the students scored the lowest scaled score of 2512 on punctuation.

In the 5th grade, the students scored the lowest scaled score of 2534 on parts of speech.

In the 5th grade, the students scored the lowest scaled score of 2534 on parts of speech.

In the 6th grade, the students scored the lowest scaled score of 2709 on parts of capitalization.

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In the 7th grade, the students scored the lowest scaled score of 2705 on parts of punctuation.

When analyzing fall to spring National Percentile Rankings (NPR) for grades 2-7 in English Language Arts, the following NPR percentages were determined:

In the district wide standardized Scantron Performance Series English Language Arts assessment for 2nd graders, second grade students scored 76% National Percentile Ranking (NPR) in the fall of 2014, and the 2nd graders scored a 88% NPR ranking in the spring of 2015.

In the district wide standardized Scantron Performance Series English Language Arts assessment for 3rd graders, 3rd grade students scored 50% National Percentile Ranking (NPR) in the fall of 2014, and the 3rd graders scored a 56% NPR ranking in the spring of 2015.

In the district wide standardized Scantron Performance Series English Language Arts assessment for 4th graders, 4th grade students scored 58% National Percentile Ranking (NPR) in the fall of 2014, and the 4th graders scored a 62% NPR ranking in the spring of 2015.

In the district wide standardized Scantron Performance Series English Language Arts assessment for 5th graders, 5th grade students scored 34% National Percentile Ranking (NPR) in the fall of 2014, and the 5th graders scored a 52% NPR ranking in the spring of 2015.

In the district wide standardized Scantron Performance Series English Language Arts assessment for 6th graders, 6th grade students scored 64% National Percentile Ranking (NPR) in the fall of 2014, and the 6th graders scored a 80% NPR ranking in the spring of 2015.

In the district wide standardized Scantron Performance Series English Language Arts assessment for 7th graders, 7th grade students scored 36% National Percentile Ranking (NPR) in the fall of 2014, and the 7th graders scored a 59% NPR ranking in the spring of 2015.

-2nd Grade ELA Common Core Standards That Have Been Identified by EdPerformance As Areas of Need:

Capitalization CCSS.ELA-Literacy.L.2.2/CCSS.ELA-Literacy.L.3.2 The learner will determine the correct capitalization of months of the year in a sentence.

Capitalization CCSS.ELA-Literacy.L.2.2/CCSS.ELA-Literacy.L.3.2 The learner will determine the correct capitalization of days of the week in a sentence.

Capitalization CCSS.ELA-Literacy.L.2.2a/CCSS.ELA-Literacy.L.3.2 The learner will identify the sentence containing correct capitalization of a holiday.

Capitalization CCSS.ELA-Literacy.L.2.2a The learner will capitalize product names.

Capitalization CCSS.ELA-Literacy.L.2.2/CCSS.ELA-Literacy.L.3.2 The learner will determine the correct capitalization of a one word closing in a friendly letter.

-3rd Grade ELA Common Core Standards That Have Been Identified by EdPerformance As Areas of Need:

Capitalization CCSS.ELA-Literacy.L.2.2/CCSS.ELA-Literacy.L.3.2/CCSS.ELA-Literacy.L.4.2a The learner will identify the correct capitalization of personal titles in a sentence.

Capitalization CCSS.ELA-Literacy.L.2.2a/CCSS.ELA-Literacy.L.3.2/CCSS.ELA-Literacy.L.4.2a The learner will revise a sentence for a capitalization error with a city or state.

Capitalization CCSS.ELA-Literacy.L.2.2/CCSS.ELA-Literacy.L.3.2/CCSS.ELA-Literacy.L.4.2a The learner will choose the best revision of a capitalization error at the beginning of a sentence.

Capitalization CCSS.ELA-Literacy.L.2.2a/CCSS.ELA-Literacy.L.3.2/CCSS.ELA-Literacy.L.4.2a The learner will edit to identify a capitalization error with city or state names.

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Capitalization CCSS.ELA-Literacy.L.2.2a/CCSS.ELA-Literacy.L.3.2/CCSS.ELA-Literacy.L.4.2a The learner will determine the correct capitalization of a city and state in a sentence.

Capitalization CCSS.ELA-Literacy.L.2.2a/CCSS.ELA-Literacy.L.3.2/CCSS.ELA-Literacy.L.4.2a "The learner will edit to identify a capitalization error with street, city, or state names."

Capitalization CCSS.ELA-Literacy.L.2.2a/CCSS.ELA-Literacy.L.3.2/CCSS.ELA-Literacy.L.4.2a "The learner will determine the correct capitalization of a street, city, and state in an address."

Capitalization CCSS.ELA-Literacy.L.2.2a/CCSS.ELA-Literacy.L.3.2/CCSS.ELA-Literacy.L.4.2a The learner will edit to identify a capitalization error with holidays.

Capitalization CCSS.ELA-Literacy.L.2.2a/CCSS.ELA-Literacy.L.3.2/CCSS.ELA-Literacy.L.4.2a The learner will choose the sentence containing the correct capitalization of a holiday.

Capitalization CCSS.ELA-Literacy.L.2.2/CCSS.ELA-Literacy.L.3.2/CCSS.ELA-Literacy.L.4.2a The learner will determine the correct capitalization of family relationships in a sentence.

Capitalization CCSS.ELA-Literacy.L.2.2/CCSS.ELA-Literacy.L.3.2/CCSS.ELA-Literacy.L.4.2a The learner will determine the correct lowercase version of seasons in a sentence.

-4th Grade ELA Common Core Standards That Have Been Identified by EdPerformance As Areas of Need:

Capitalization CCSS.ELA-Literacy.L.3.2/CCSS.ELA-Literacy.L.4.2a/CCSS.ELA-Literacy.L.5.2 The learner will edit to identify a capitalization error with geographical names or regions.

Capitalization CCSS.ELA-Literacy.L.3.2/CCSS.ELA-Literacy.L.4.2a/CCSS.ELA-Literacy.L.5.2 The learner will edit to identify a capitalization error with proper nouns.

Capitalization CCSS.ELA-Literacy.L.3.2/CCSS.ELA-Literacy.L.4.2a/CCSS.ELA-Literacy.L.5.2 The learner will determine the correct capitalization of geographical names and regions in a sentence.

Capitalization CCSS.ELA-Literacy.L.3.2a/CCSS.ELA-Literacy.L.4.2a/CCSS.ELA-Literacy.L.5.2 The learner will use correct capitalization of book titles.

Capitalization CCSS.ELA-Literacy.L.3.2/CCSS.ELA-Literacy.L.4.2a/CCSS.ELA-Literacy.L.5.2 The learner will edit to identify a capitalization error.

Capitalization CCSS.ELA-Literacy.L.3.2a/CCSS.ELA-Literacy.L.4.2a/CCSS.ELA-Literacy.L.5.2 The learner will identify which sentence contains the correct capitalization of personal titles.

-5th Grade ELA Common Core Standards That Have Been Identified by EdPerformance As Areas of Need:

Capitalization CCSS.ELA-Literacy.L.4.2a/CCSS.ELA-Literacy.L.5.2/CCSS.ELA-Literacy.L.6.2 The learner will identify which sentence contains the correct capitalization of geographical names and regions.

Capitalization CCSS.ELA-Literacy.L.4.2a/CCSS.ELA-Literacy.L.5.2/CCSS.ELA-Literacy.L.6.2 The learner will determine the correct capitalization of book titles in a sentence.

Capitalization CCSS.ELA-Literacy.L.4.2a/CCSS.ELA-Literacy.L.5.2/CCSS.ELA-Literacy.L.6.2 The learner will edit to identify a capitalization error with directional terms.

Capitalization CCSS.ELA-Literacy.L.4.2a/CCSS.ELA-Literacy.L.5.2/CCSS.ELA-Literacy.L.6.2 The learner will determine the correct capitalization of proper adjectives in a sentence.

Capitalization CCSS.ELA-Literacy.L.4.2a/CCSS.ELA-Literacy.L.5.2/CCSS.ELA-Literacy.L.6.2 The learner will determine the correct capitalization of personal titles in a sentence.

Capitalization CCSS.ELA-Literacy.L.4.2a/CCSS.ELA-Literacy.L.5.2/CCSS.ELA-Literacy.L.6.2 The learner will determine the correct capitalization of eras or events in a sentence.

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Capitalization CCSS.ELA-Literacy.L.4.2a/CCSS.ELA-Literacy.L.5.2/CCSS.ELA-Literacy.L.6.2 The learner will determine the correct capitalization of a language in a sentence.

Capitalization CCSS.ELA-Literacy.L.4.2a/CCSS.ELA-Literacy.L.5.2/CCSS.ELA-Literacy.L.6.2 The learner will determine the correct capitalization of a direct quotation in a sentence.

Capitalization CCSS.ELA-Literacy.L.4.2a/CCSS.ELA-Literacy.L.5.2/CCSS.ELA-Literacy.L.6.2 The learner will determine the correct capitalization of directional terms in a sentence.

Parts of Speech CCSS.ELA-Literacy.L.5.1e/CCSS.ELA-Literacy.L.6.1 The learner will use a correlating conjunction in a sentence.

Parts of Speech CCSS.ELA-Literacy.L.4.1/CCSS.ELA-Literacy.L.5.1/CCSS.ELA-Literacy.L.6.1 The learner will understand terminology in order to use an adverb in a sentence.

-6th Grade Reading Common Core Standards That Have Been Identified by EdPerformance As Areas of Need:

Parts of Speech CCSS.ELA-Literacy.L.5.1/CCSS.ELA-Literacy.L.6.1/CCSS.ELA-Literacy.L.7.1 The learner will understand terminology in order to locate an adverb in a sentence.

Parts of Speech CCSS.ELA-Literacy.L.5.1/CCSS.ELA-Literacy.L.6.1/CCSS.ELA-Literacy.L.7.1 The learner will understand terminology in order to determine the correct use of an interrogative pronoun in a sentence.

Parts of Speech CCSS.ELA-Literacy.L.6.1c The learner will recognize and correct inappropriate shifts in pronoun number and person.

Parts of Speech CCSS.ELA-Literacy.L.6.1a The learner will ensure that pronouns are in the proper case (subjective, objective, possessive).

Parts of Speech CCSS.ELA-Literacy.L.6.1d The learner will recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

-7th Grade Reading Common Core Standards That Have Been Identified by EdPerformance As Areas of Need:

Parts of Speech CCSS.ELA-Literacy.L.6.1/CCSS.ELA-Literacy.L.7.1/CCSS.ELA-Literacy.L.8.1 The learner will use a possessive noun in a sentence.

Parts of Speech CCSS.ELA-Literacy.L.6.1/CCSS.ELA-Literacy.L.7.1/CCSS.ELA-Literacy.L.8.1 The learner will use a past perfect tense verb in a sentence.

Parts of Speech CCSS.ELA-Literacy.L.6.1/CCSS.ELA-Literacy.L.7.1 The learner will choose the past progressive tense of a verb in order to complete a sentence.

Parts of Speech CCSS.ELA-Literacy.L.6.1/CCSS.ELA-Literacy.L.7.1/CCSS.ELA-Literacy.L.8.1 The learner will use a present perfect progressive tense verb in a sentence.

Parts of Speech CCSS.ELA-Literacy.L.6.1/CCSS.ELA-Literacy.L.7.1/CCSS.ELA-Literacy.L.8.1 The learner will determine which sentence contains an error in verb tense.

Parts of Speech CCSS.ELA-Literacy.L.6.1/CCSS.ELA-Literacy.L.7.1/CCSS.ELA-Literacy.L.8.1 The learner will determine the correct use of an interrogative pronoun in a sentence.

20c. Writing- Trends

When analyzing the fall to spring Scantron student data for grades 2-7, it was determined that different grade levels scored higher on certain domains than others. There is no clear trend amongst grade levels.

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When analyzing the fall to spring Scantron student data for grades 2-7, it was determined that different grade levels struggled with different domains. This could be in part due to the fact that the Academy has a high percentage of English Language Learners, with approximately 57% of students being identified as ELL, as well as what domain the classroom teacher stressed more of during instruction time in the classroom.

In order to target this gap area, the Academy is looking at purchasing additional online reading technology programs for the 2015-2016 school year, such as Raz Kids for the Summer Program, My On Reading for K-8, Sadlier Oxford supplemental resources that target grammar for 2-8th grades, Sadlier Oxford writing supplemental resources for 6-8th grades, Curriculum Associates that target both reading and English Language Arts skills for K-8th grades, Marzano's Academic Vocabulary for K-8th grades, concept maps, as well as implementing a new progress monitoring tool, Aimsweb benchmark assessments in Math and Reading for K-8th grades. This new assessment will provide teachers with additional student data to use in the classroom for grouping students, monitoring students and providing small group individualized instruction. During the 2014-2015 school year, the Academy also purchased a new comprehensive and holistic writing program for K-5th grades, Write Steps. This program will be fully implemented from the beginning of the 2015-2016 school year, and it will allow the classroom teachers and grade level teams to monitor and track student writing scores and data.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The Academy will be incorporating and utilizing student English Language Arts scores and writing scores to ensure that student proficiency is taking place in reading and the English Language Arts in a comprehensive and holistic approach.

Academy teachers will be utilizing various instructional strategies to target and provide tiered instruction to all students, especially students within the RTI or MTSS process. This tiered instruction will be provided by paraprofessionals, differentiation, small group instruction and cooperative groups. Teachers will also attend various professional development sessions that target reading and writing skills onsite here in the building, as well as through local ISD's.

21a. Math- Strengths

When determining reading strengths, the School Improvement Team analyzed and reviewed fall 2014 to spring 2015 Mathematics Scaled Scores from Scantron EdPerformance. The Scantron Mathematics assessment assesses students on the following domains within Mathematics: number & operations, algebra, geometry, measurement, data analysis & probability.

In the 1st grade, the students scored the highest scaled score of 2256 on geometry.

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In the 2nd grade, the students scored the highest scaled score of 2364 on measurement.

In the 3rd grade, the students scored the highest scaled score of 2463 on data analysis & probability.

In the 4th grade, the students scored the highest scaled score of 2579 on data analysis & probability.

In the 5th grade, the students scored the highest scaled score of 2670 on number & operations.

In the 6th grade, the students scored the highest scaled score of 2885 on data analysis & probability.

In the 7th grade, the students scored the highest scaled score of 2799 on algebra.

21b. Math- Challenges

When determining writing strengths, the School Improvement Team analyzed and reviewed fall 2014 to spring 2015 Mathematics Scantron EdPerformance data. The Scantron Mathematics assessment assesses students on the following domains within Mathematics: number & operations, algebra, geometry, measurement, data analysis & probability.

In the 1st grade, the students scored the lowest scaled score of 2214 on algebra.

In the 2nd grade, the students scored the lowest scaled score of 2307 on number & operations.

In the 3rd grade, the students scored the lowest scaled score of 2361 on number & operations.

In the 4th grade, the students scored the lowest scaled score of 2456 on geometry.

In the 5th grade, the students scored the lowest scaled score of 2563 on geometry.

In the 6th grade, the students scored the lowest scaled score of 2638 on algebra.

In the 7th grade, the students scored the lowest scaled score of 2668 on number & operations.

When analyzing fall to spring National Percentile Rankings (NPR) for grades 2-7 in Mathematics, the following NPR percentages were determined:

In the district wide standardized Scantron Performance Series Mathematics assessment for 2nd graders, second grade students scored 79% National Percentile Ranking (NPR) in the fall of 2014, and the 2nd graders scored a 86% NPR ranking in the spring of 2015.

In the district wide standardized Scantron Performance Series Mathematics assessment for 3rd graders, 3rd grade students scored 54% National Percentile Ranking (NPR) in the fall of 2014, and the 3rd graders scored a 65% NPR ranking in the spring of 2015.

In the district wide standardized Scantron Performance Series Mathematics assessment for 4th graders, 4th grade students scored 54% National Percentile Ranking (NPR) in the fall of 2014, and the 4th graders scored a 56% NPR ranking in the spring of 2015.

In the district wide standardized Scantron Performance Series Mathematics assessment for 5th graders, 5th grade students scored 54% National Percentile Ranking (NPR) in the fall of 2014, and the 5th graders scored a 56% NPR ranking in the spring of 2015.

In the district wide standardized Scantron Performance Series Mathematics assessment for 6th graders, 6th grade students scored 62% National Percentile Ranking (NPR) in the fall of 2014, and the 6th graders scored a 68% NPR ranking in the spring of 2015.

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In the district wide standardized Scantron Performance Series Mathematics assessment for 7th graders, 7th grade students scored 47% National Percentile Ranking (NPR) in the fall of 2014, and the 7th graders scored a 36% NPR ranking in the spring of 2015.

-2nd Grade Mathematics Common Core Standards That Have Been Identified by EdPerformance As Areas of Need:

Data Analysis & Probability The learner will determine events as being equally likely to occur.

Data Analysis & Probability CCSS.Math.Content.2.MD.D.10 The learner will be able to interpret a bar graph.

Geometry The learner will be able to identify multiple ways of illustrating the same fraction using physical models, pictorial models, and words, including $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, and whole.

Geometry 2.4 The learner will recognize which shapes can be combined to form a given shape.

Geometry CCSS.Math.Content.1.G.A.3/CCSS.Math.Content.2.G.A.3 The learner will be able to connect fractions to pictorial models and/or connect models of these types to fractions ($\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, whole).

Geometry CCSS.Math.Content.1.G.A.3/CCSS.Math.Content.2.G.A.3 The learner will be able to relate the simple fractions to one whole unit ($\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, whole).

Geometry The learner will be able to sort/classify plane figures by attributes including shape, color, size, and the number of sides and/or vertices.

Geometry CCSS.Math.Content.2.G.A.1 The learner will be able to identify plane figures by attributes including the number of sides and/or vertices.

Geometry CCSS.Math.Content.1.G.A.3/CCSS.Math.Content.2.G.A.3 The learner will be able to identify the fractional portion of a given set ($\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, whole).

Measurement CCSS.Math.Content.2.MD.A.1/CCSS.Math.Content.3.MD.B.4 The learner will be able to select appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes to measure the length of an object.

-3rd Grade Mathematics Common Core Standards That Have Been Identified by EdPerformance As Areas of Need:

Data Analysis & Probability The learner will determine the chances of simple events which have equally likely outcomes.

Geometry The learner will identify squares and rectangles.

Geometry The learner will identify shapes in real world objects and drawings.

Geometry CCSS.Math.Content.2.G.A.1 The learner will identify various geometric figures.

Geometry CCSS.Math.Content.3.G.A.1 The learner will give the specific name of a figure based on its properties.

Measurement CCSS.Math.Content.3.MD.A.1 The learner will tell time to the nearest minute using an analog clock.

Measurement CCSS.Math.Content.3.MD.D.8 The learner will find the perimeter of a figure with the sides labeled.

Measurement CCSS.Math.Content.5.MD.C.3b The learner will determine the volume of the figure through models.

Measurement CCSS.Math.Content.3.MD.A.1 The learner will calculate length of time through addition and subtraction.

Algebra The learner will write division number sentences which represent real world situations.

-4th Grade Mathematics Common Core Standards That Have Been Identified by EdPerformance As Areas of Need:

Algebra The learner will determine missing or extraneous information in problem solving scenarios.

Algebra The learner will demonstrate the commutative property of addition and multiplication.

Data Analysis & Probability The learner will read a double bar graph.

Data Analysis & Probability The learner will determine common events to be impossible, less likely, equally likely, more likely, or certain.

Data Analysis & Probability CCSS.Math.Content.4.MD.B.4 The learner will display a data set of fractions on a line plot.

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Data Analysis & Probability The learner will be able to represent data using tables, bar graphs, and pictographs.

Data Analysis & Probability CCSS.Math.Content.4.MD.B.4 The learner will use a line plot to subtract fractions.

Data Analysis & Probability The learner will interpret a double bar graph.

Data Analysis & Probability The learner will predict the outcomes of probability experiments.

Data Analysis & Probability The learner will determine the probability of an event and express it as a ratio in fraction form.

Data Analysis & Probability The learner will calculate the mean of a set of data.

Data Analysis & Probability CCSS.Math.Content.4.MD.B.4 The learner will use a line plot to add fractions.

-5th Grade Mathematics Common Core Standards That Have Been Identified by EdPerformance As Areas of Need:

Algebra The learner will read, interpret, and draw conclusions from Venn diagrams.

Algebra CCSS.Math.Content.5.OA.B.3 The learner will identify the relationship between corresponding terms.

Algebra CCSS.Math.Content.5.OA.B.3 The learner will create ordered pairs given two patterns.

Data Analysis & Probability The learner will determine the probability of an event.

Data Analysis & Probability The learner will be able to display data in a line graph to show an increase or decrease over time.

Data Analysis & Probability CCSS.Math.Content.5.MD.B.2 The learner will display a data set of fractions on a line plot.

Data Analysis & Probability The learner will interpret data read from a line graph.

Data Analysis & Probability The learner will be able to formulate conclusions and make predictions from graphs.

Data Analysis & Probability The learner will predict outcomes based on collected data.

Geometry The learner will identify various angles in a given figure.

Geometry The learner will define various angles in a given figure.

-6th Grade Mathematics Common Core Standards That Have Been Identified by EdPerformance As Areas of Need:

Algebra CCSS.Math.Content.6.EE.B.5 The learner will determine if a given value is a solution to an equation.

Algebra CCSS.Math.Content.6.EE.B.8 The learner will represent a constraint in a real world problem by writing an inequality.

Algebra CCSS.Math.Content.6.EE.B.8 The learner will graph the solution to inequalities on a number line.

Algebra CCSS.Math.Content.6.EE.B.5 The learner will determine whether a given value is a solution to an inequality.

Data Analysis & Probability CCSS.Math.Content.6.SP.B.4 The learner will use a dot plot to display data.

Data Analysis & Probability CCSS.Math.Content.6.SP.B.4 The learner will display data using a box plot.

Data Analysis & Probability CCSS.Math.Content.6.SP.B.5c The learner will calculate the mean within a mathematical or problem solving situation.

Data Analysis & Probability CCSS.Math.Content.6.SP.B.5c The learner will calculate the median within a mathematical or problem solving situation.

Data Analysis & Probability CCSS.Math.Content.6.SP.B.4 The learner will display data using a histogram.

Geometry CCSS.Math.Content.6.RP.A.3a The learner will plot the pairs of values of a ratio relationship on a coordinate plane.

Geometry CCSS.Math.Content.6.NS.C.6b The learner will reflect points over either axis.

Measurement CCSS.Math.Content.6.G.A.1/CCSS.Math.Content.7.G.B.6 The learner will calculate the area of a rectangle given its measurements.

-7th Grade Mathematics Common Core Standards That Have Been Identified by EdPerformance As Areas of Need:

Data Analysis & Probability CCSS.Math.Content.6.SP.B.5c The learner will calculate the mean within a mathematical or problem solving situation.

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Data Analysis & Probability CCSS.Math.Content.6.SP.B.5c The learner will calculate the median within a mathematical or problem solving situation.

Data Analysis & Probability CCSS.Math.Content.6.SP.B.4 The learner will display data using a histogram.

Geometry CCSS.Math.Content.5.G.A.1 The learner will give a name to an ordered pair in the coordinate plane.

Geometry CCSS.Math.Content.4.G.A.3 The learner will identify the line(s) of symmetry in a figure.

Geometry CCSS.Math.Content.6.RP.A.3a The learner will plot the pairs of values of a ratio relationship on a coordinate plane.

Geometry CCSS.Math.Content.5.G.B.4 The learner will classify types of triangles.

Geometry CCSS.Math.Content.6.NS.C.6b The learner will reflect points over either axis.

Measurement CCSS.Math.Content.6.G.A.1/CCSS.Math.Content.7.G.B.6 The learner will calculate the area of a rectangle given its measurements.

21c. Math- Trends

When analyzing the fall to spring Scantron student data for grades 1-7, it was determined that from grades 3, 4 and 6, students scored much higher using scaled scores on the domain of data analysis and probability. This can be due in part to the push of differentiated bellwork from Scantron, guided math groups and small group instruction. In grades 2 and 3, it was observed that students struggled with numbers and operations, as many students are still working on getting stronger with basic math facts that include multiplication, division, addition and subtraction. However no other trends can be observed or noticed through the fall to spring 2014-2015 Scantron math data.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

When analyzing the fall to spring Scantron student data for grades 1-7, it was determined that various grade levels struggled with different math domains. This could be in part due to the fact that the Academy had an influx of new students from surrounding districts that may not be incorporating the Everyday Math program, in which this spiral program may be new to these students. At the 6th and 7th grade level, the new math program, Connected Mathematics may also be a new way of thinking and problem solving for students, as it pushes students to make real world connections and critical thinking skills.

In order to target this gap area, the Academy purchased additional an online mathematics technology program for the 2014-2015 school year, Math IXL for grades K-7. This online program will continue to be implemented for the 2015-2016 school year for grades K-8th grades. The Academy is also going to purchase additional supplemental resources through Curriculum Associates for grades K-8th for the 15-16 school year, as well as implementing a new progress monitoring tool, Aimsweb benchmark assessments in Math and Reading. This new

assessment will provide teachers with additional student data to use in the classroom for grouping students, monitoring students and providing small group individualized instruction.

22a. Science- Strengths

When determining reading strengths, the School Improvement Team analyzed and reviewed fall 2014 to spring 2015 Science Scaled Scores from Scantron EdPerformance. The Scantron Science assessment assesses students on the following domains within Science: living things, ecology, and science process.

In the 2nd grade, the students scored the highest scaled score of 2480 on ecology.

In the 3rd grade, the students scored the highest scaled score of 2549 on ecology.

In the 4th grade, the students scored the highest scaled score of 2646 on ecology.

In the 5th grade, the students scored the highest scaled score of 2713 on science process.

In the 6th grade, the students scored the highest scaled score of 2839 on ecology.

In the 7th grade, the students scored the highest scaled score of 2855 on ecology.

22b. Science- Challenges

When determining writing strengths, the School Improvement Team analyzed and reviewed fall 2014 to spring 2015 Science Scantron EdPerformance data. The Scantron Science assessment assesses students on the following domains within Science: living things, ecology, and science process.

In the 2nd grade, the students scored the lowest scaled score of 2463 on living things and 2463 on science processes.

In the 3rd grade, the students scored the lowest scaled score of 2517 on living things.

In the 4th grade, the students scored the lowest scaled score of 2555 on living things.

In the 5th grade, the students scored the lowest scaled score of 2612 on living things.

In the 6th grade, the students scored the lowest scaled score of 2617 on living things.

In the 7th grade, the students scored the lowest scaled score of 2803 on living things.

Science Assessment Results:

When analyzing fall to spring National Percentile Rankings (NPR) for grades 2-7 in Science, the following NPR percentages were determined:

In the district wide standardized Scantron Performance Series Science assessment for 2nd graders, second grade students scored 79%

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National Percentile Ranking (NPR) in the fall of 2014, and the 2nd graders scored a 81% NPR ranking in the spring of 2015.

In the district wide standardized Scantron Performance Series Science assessment for 3rd graders, 3rd grade students scored 58% National Percentile Ranking (NPR) in the fall of 2014, and the 3rd graders scored a 67% NPR ranking in the spring of 2015.

In the district wide standardized Scantron Performance Series Science assessment for 4th graders, 4th grade students scored 70% National Percentile Ranking (NPR) in the fall of 2014, and the 4th graders scored a 64% NPR ranking in the spring of 2015.

In the district wide standardized Scantron Performance Series Science assessment for 5th graders, 5th grade students scored 48% National Percentile Ranking (NPR) in the fall of 2014, and the 5th graders scored a 65% NPR ranking in the spring of 2015.

In the district wide standardized Scantron Performance Series Science assessment for 6th graders, 6th grade students scored 67% National Percentile Ranking (NPR) in the fall of 2014, and the 6th graders scored a 77% NPR ranking in the spring of 2015.

In the district wide standardized Scantron Performance Series Science assessment for 7th graders, 7th grade students scored 43% National Percentile Ranking (NPR) in the fall of 2014, and the 7th graders scored a 77% NPR ranking in the spring of 2015.

-2nd Grade Science Standards That Have Been Identified by EdPerformance As Areas of Need:

Science Process K-5.I.1.D.6 The learner will read a simple circle graph that has no numerical values.

-3rd Grade Science Standards That Have Been Identified by EdPerformance As Areas of Need:

Ecology K-5.III.5.A.1 The learner will add the missing organism to a basic, three-link food chain.

Ecology K-5.III.5.D.4 The learner will understand the basic causes of pollution as they relate to humans.

Ecology K-5.III.4.B.2 The learner will demonstrate an understanding of behavioral adaptations in animals such as migration, hibernation, or camouflage.

Ecology K-5.III.5.D.4 The learner will recognize pollution.

Living Things K-5.III.2.C.4 The learner will understand that plants make their own food.

Living Things The learner will infer basic responses of the respiratory or circulatory system.

Living Things 6-8.III.5.A.1 The learner will understand how animals use plants to survive.

Living Things K-5.III.2.D.5 The learner will associate plant parts with foods people eat.

-4th Grade Science Standards That Have Been Identified by EdPerformance As Areas of Need:

Ecology 6-8.III.4.B.2 The learner will apply an understanding of environmental factors that cause extinction.

Ecology K-5.III.5.D.4 The learner will demonstrate an understanding of how organisms can positively or negatively impact their environment.

Ecology 6-8.III.5.C.3 The learner will infer the effects of a population change on other populations, given a food web.

Ecology K-5.III.4.A.1/6-8.III.4.A.1 The learner will apply an understanding that fossils show how organisms and environments have changed and that organisms of today resemble those that have become extinct.

Ecology 9-12.III.5.B.2 The learner will understand the roles of producers, consumers, and decomposers, and how energy flows among them.

Living Things K-5.III.2.C.4 The learner will infer the effects of environmental factors on plant growth.

Living Things K-5.III.2.C.4 The learner will understand the functions and uses of soil.

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Living Things 6-8.III.2.D.4 The learner will associate the digestive, respiratory, circulatory, skeletal, and nervous systems with their basic functions.

Living Things K-5.III.2.A.1/K-5.III.2.A.2 The learner will associate reptiles or amphibians with their basic characteristics.

Living Things K-5.III.2.A.1 The learner will associate insects with their characteristics.

-5th Grade Science Standards That Have Been Identified by EdPerformance As Areas of Need:

Ecology K-5.III.5.A.1 The learner will use a food web to identify competing organisms.

Ecology 6-8.III.4.B.2 The learner will demonstrate an understanding of the concept of "survival of the fittest".

Ecology The learner will demonstrate an understanding of conservation.

Ecology K-5.III.5.A.1 The learner will identify herbivores, carnivores, and omnivores in food webs.

Ecology The learner will understand the components of an ecosystem and their relationships.

Living Things K-5.III.2.C.4 The learner will understand the factors required for seed germination.

Living Things 6-8.III.2.A.1 The learner will identify warm and cold-blooded animals.

Living Things K-5.III.2.B.3 The learner will understand the stages of metamorphosis in insects.

Living Things 6-8.III.2.D.4 The learner will identify the basic components of the body systems.

-6th Grade Science Standards That Have Been Identified by EdPerformance As Areas of Need:

Ecology K-5.III.4.B.2 The learner will demonstrate an understanding of adaptation.

Ecology The learner will identify the niche of various organisms.

Ecology 9-12.III.5.D.5 The learner will understand the carbon dioxide/oxygen cycle and its components.

Living Things 6-8.III.2.D.4 The learner will label parts of the human digestive system.

Living Things 6-8.III.3.B.2 The learner will differentiate between learned and inherited traits.

Living Things 9-12.III.1.A.2 The learner will recognize basic cell parts, including the nucleus, cell wall, cytoplasm, and cell membrane.

Living Things 6-8.III.2.C.3 The learner will demonstrate an understanding of the basic reaction that occurs during photosynthesis, not including the chemical formulas.

Living Things 9-12.III.1.A.2 The learner will associate basic cell parts (nucleus, cell membrane, cell wall, and cytoplasm) with their functions.

Living Things 6-8.III.2.B.2 The learner will infer the impact of environmental changes on the life cycle of a flowering plant, including the role of pollination in the life cycle.

-7th Grade Science Standards That Have Been Identified by EdPerformance As Areas of Need:

Ecology The learner will infer the impact of environmental changes on material cycles.

Ecology 6-8.III.5.A.1 The learner will identify symbiosis in scenarios.

Ecology 9-12.III.5.D.5 The learner will understand the nitrogen cycle and its components.

Living Things 6-8.III.2.C.3 The learner will understand how the structures of plants contribute to photosynthesis.

Living Things The learner will understand the characteristics of life, including those that occur at the cellular level.

Living Things The learner will identify cell organelles including the nucleus, cell wall, cell membrane, cytoplasm, lysosomes, nuclear membrane, mitochondria, chloroplasts and/or vacuoles.

Living Things The learner will demonstrate an understanding of plants that have a vascular system and those that do not.

22c. Science- Trends

When analyzing the fall to spring Scantron student data for grades 2-7, it was determined that all grades 2-7 struggled and scored lowest on the science domain of living things. Grade 2, 3, 4, 6 and 7 scored the highest on ecology.

In order to target this gap area, the Academy purchased hands on resources to use during science time, in order to provide students with more hands on learning opportunities from Lakeshore Learning, as well as microscopes and slides for the middle school grades.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

In order to target this gap area, the Academy purchased hands on resources to use during science time, in order to provide students with more hands on learning opportunities from Lakeshore Learning, as well as microscopes and slides for the middle school grades. The Academy also has purchased online science based resources for teachers to incorporate into the classroom such as BrainPop and DiscoveryEd. The Academy will also be implementing Marzano's Academic Vocabulary across the disciplines to ensure that English Language Learners are exposed to academic vocabulary through concept maps, graphic organizers, word walls and journals. Academy teachers will be utilizing various instructional strategies to target and provide tiered instruction to all students, especially students within the RTI or MTSS process. This tiered instruction will be provided by paraprofessionals, differentiation, small group instruction and cooperative groups. Teachers will also attend various professional development sessions that target science skills onsite here in the building, as well as through local ISD's using Title II funding.

23a. Social Studies- Strengths

The School Improvement Team analyzed and reviewed 2013-2014 6th grade Social Studies data. Since the Academy is in its fourth year of operation and has only had one opportunity to assess 6th graders on the MEAP social studies assessment, it is difficult to determine any strengths. The 6th grade students scored a proficiency rating of 31% on the fall 2013 social studies MEAP assessment. The Academy scored within the top ten out of Macomb County 6th grade social studies proficiency ratings. The state average for social studies on the 2013 MEAP assessment was 26% and the Macomb County average was 24%. Currently there is limited standardized social studies data, and it is difficult to identify any strengths within this subject area.

23b. Social Studies- Challenges

When determining social studies strengths, the School Improvement Team analyzed and reviewed 2013-2014 6th grade Social Studies data. Since the Academy is in its fourth year of operation and has only had one opportunity to assess 6th graders on the MEAP social studies assessment, it is difficult to determine any strengths. The 6th grade students scored a proficiency rating of 31% on the fall 2013 social studies MEAP assessment. The Academy scored within the top ten out of Macomb County 6th grade social studies proficiency ratings. The state average for social studies on the 2013 MEAP assessment was 26% and the Macomb County average was 24%. Currently there is

limited standardized social studies data, and it is difficult to identify any challenges within this subject area.

23c. Social Studies- Trends

The Academy does not have enough data to make any comparisons in student achievement for social studies, as the Academy only administered the social studies MEAP assessment during the 13-14 school year. Upon the release of the 14-15 M-STEP 5th grade data, the Academy will be better able to plan towards goal setting within social studies.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

In order to continue working towards the Social Studies goal, the Academy is looking at purchasing additional online reading technology programs for the 2015-2016 school year, such as Raz Kids for the Summer Program, My On Reading for K-8, Sadlier Oxford supplemental resources that target vocabulary, Marzano's Academic Vocabulary, concept maps, differentiation, as well as implementing a new progress monitoring tool, Aimsweb benchmark assessments in Math and Reading. This new assessment will provide teachers with additional student data to use in the classroom for grouping students, monitoring students and providing small group individualized instruction. Teachers will also utilize the instructional strategy of Reading for Meaning, ensuring that students are given the opportunity to practice and master the three phases of critical reading that lead to reading success, including previewing and predicting.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

Each year, the Academy sends out an electronic and hard copy survey in order to determine all stakeholders feedback regarding curriculum resources, the school environment, discipline, access to resources, technology, academic expectations, specials, school leadership. For the 2014-2015 school year, the Academy utilized two surveys, one for the elementary students (3-5) and one for the middle school students (6-7).

When analyzing the perception data for both groups, the elementary students (grades 3-5) overall highest level of satisfaction were the following areas:

- Teachers having high expectations for all students, scoring a percentage rating of 96%
- Both the principal and teachers wanting every child to learn, scoring a percentage rating of 94%
- Teachers using different activities to help student learn, scoring a percentage rating of 88%

When analyzing the perception data the middle school students (grades 6-7) overall highest level of satisfaction were in the following areas:

- Mathematics, scoring a percentage rating of 85%
- English, Reading and Writing, scoring a percentage rating of 78%

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

When analyzing the perception data for both groups, the elementary students (grades 3-5) overall lowest level of satisfaction was in the following areas:

- The school library is very neat and easy to get to, scored a percentage ranking of "excellent" at 33%, a "good" ranking of 47%, a combined total of 80% are highly satisfied with the library program, while 19% of elementary students scored the school library as "poor."

When analyzing the perception data for both groups, the middle school students (grades 6-7) overall lowest level of satisfaction was the following area:

-Library usage and organization- scoring 31% of students that are satisfied with the library usage.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

The actions that will be taken to improve student satisfaction in the lowest areas in reference to the library will be difficult to fully change for the 2015-2016 school year, as the building size limits having a true functioning and operating library. Currently students have library once a week, in which the school librarian visits each classroom with a supply of books on a cart. One way that students may begin to change their views regarding the library would be for the school to purchase additional books and resources that students would have access to and get excited about.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

The area(s) that indicates the overall highest level of satisfaction among parents/guardians is:

-The principal's leadership and effectiveness in promoting quality instruction at the school, scoring an "excellent" percentage ranking of 83%, and 17% of parents ranked this category as "good"

-The respect of the social and cultural differences towards students and parents by the administration, scored an "excellent" ranking of 80% and a "good" ranking as 17%

-The respect of the social and cultural differences towards staff by students and parents, scored an "excellent" ranking of 83% and a "good" ranking of 13%

-The grading and reporting practices of the student achievement, scored an "excellent" ranking of 81% and a "good" ranking of 13%

-The science and social studies programs, both scored an "excellent" ranking of 81% and a "good" ranking of 16%

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

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The area(s) that indicate the overall lowest level of satisfaction among parents/guardians are the following:

-65% of parents scored the arts as "excellent" and 16% scored the arts as "good", with a combined total of 81% being highly satisfied with the arts program. A combined total of 16% of parents felt that the arts program scored "fair" or "poor" and 3% scored the arts program as "I don't know."

-45% of parents scored the athletic program as "excellent" and 17% scored the athletic program as "good", a combined total of 62% of parents are highly satisfied with the athletic program. A combined total of 10% of parents scored the athletic program (after school sports) as "fair" or "poor" and 28% of parents scored the athletic program as "I don't know."

-68% of parents scored the Arabic program as "excellent" and 16% scored the program as "good", a combined total of 84% of parents are highly satisfied with the Arabic program. A combined total of 16% of parents scored the Arabic program as "fair" or "poor."

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

The following actions will be taken to improve parent/guardian satisfaction in the lowest area(s):

The Academy will continue providing various after school clubs that promote physical fitness and the arts, such as Healthy Kids Club, Art Club/Performing Arts Club. The Academy will also work on expanding it's after school sports, as this was the first year that the Academy had basketball and soccer for 6-7th grade students. Next year, the after school sports will be extended to grades 6-8th and additional sports will be added, such as volleyball. The Academy is also looking into signing up the teams to be part of a local league within the community in order to allow the students the opportunity to play more competitively.

One action that will be taken to improve the Arabic program, will be to purchase additional hands on manipulatives to make learning more engaging and interactive for students. The Academy will also look at purchasing more leveled resources, in order to accommodate the various levels within each K-8 classroom for the 15-16 school year. One additional component that the Academy will focus on is providing all teachers with numerous professional development sessions on cooperative learning, differentiation, and teaching to the multiple intelligences.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

The area(s) that indicates the overall highest level of satisfaction among teachers/staff is the following:

-Communication process between staff and administration, scored an "excellent" percentage ranking of 90%

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- Our school's leaders ensure that all staff members hold all students to high academic standards, scoring an "excellent" ranking of 85%
- Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning, scoring an "excellent" percentage ranking of 85%
- The principal's leadership and effectiveness in promoting quality instruction at the school, scored an "excellent" percentage ranking of 85%

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

The area(s) that indicate the overall lowest level of satisfaction among teachers/staff are the following:

- 62% of staff scored the arts as being satisfactory, 24% scored the arts program as "poor", 14% scored the arts program as "I don't know."
- 58% of staff scored technology as satisfactory and 19% scored technology as "poor", 24% scored technology as "I don't know."
- 72% of staff scored the athletic program as satisfactory and 19% scored the athletic program as "poor", 10% scored the athletic program as "I don't know."

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

The following actions will be taken to improve staff satisfaction in the lowest area(s):

The Academy will continue providing various after school clubs that promote physical fitness and the arts, such as Healthy Kids Club, Art Club/Performing Arts Club. The Academy will also work on expanding it's after school sports, as this was the first year that the Academy had basketball and soccer for 6-7th grade students. Next year, the after school sports will be extended to grades 6-8th and additional sports will be added, such as volleyball. The Academy is also looking into signing up the teams to be part of a local league within the community in order to allow the students the opportunity to play more competitively.

In order to improve the computer and technology issues within the Academy, was taken during the summer of 2014, in which the Academy switched its technology provider, in order to increase the band width and internet speed. The Academy is also looking into purchasing an additional set of laptops with Title III funds for the English Language Learners to utilize in the classroom. Once the Academy moves into a new and more permanent building, the technology and internet connection will be evaluated once again to ensure effectiveness and speed.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

The area(s) that indicates the overall highest level of satisfaction among stakeholders/community is:

- The principal's leadership and effectiveness in promoting quality instruction at the school, scoring an "excellent" percentage ranking of 83%, and 17% of parents ranked this category as "good" The respect of the social and cultural differences towards students and parents by the administration, scored an "excellent" ranking of 80% and a "good" ranking as 17%
- The respect of the social and cultural differences towards staff by students and parents, scored an "excellent" ranking of 83% and a "good" ranking of 13%
- The grading and reporting practices of the student achievement, scored an "excellent" ranking of 81% and a "good" ranking of 13%
- The science and social studies programs, both scored an "excellent" ranking of 81% and a "good" ranking of 16%

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

The area(s) that indicate the overall lowest level of satisfaction among parents/guardians are the following:

- 65% of parents scored the arts as "excellent" and 16% scored the arts as "good", with a combined total of 81% being highly satisfied with the arts program. A combined total of 16% of parents felt that the arts program scored "fair" or "poor" and 3% scored the arts program as "I don't know."
- 45% of parents scored the athletic program as "excellent" and 17% scored the athletic program as "good", a combined total of 62% of parents are highly satisfied with the athletic program. A combined total of 10% of parents scored the athletic program (after school sports) as "fair" or "poor" and 28% of parents scored the athletic program as "I don't know."

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

The following actions will be taken to improve parent/guardian satisfaction in the lowest area(s):

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The Academy will continue providing various after school clubs that promote physical fitness and the arts, such as Healthy Kids Club, Art Club/Performing Arts Club. The Academy will also work on expanding it's after school sports, as this was the first year that the Academy had basketball and soccer for 6-7th grade students. Next year, the after school sports will be extended to grades 6-8th and additional sports will be added, such as volleyball. The Academy is also looking into signing up the teams to be part of a local league within the community in order to allow the students the opportunity to play more competitively.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

The Academy can continue with consistent follow through of programs, teacher mentoring, professional development for teachers and support staff, engage and educate parents to be active participants in their child's education, as well as the effective and adequate use of funds to support the high level of instruction that the Academy offers its students, as all components have made a positive impact on student academic achievement the last two years.

A few things that the Academy can do as a school to continue this positive trend is to continue using Section 31a funds to fund supplemental providers, supplemental resources (workbooks), supplemental programs and to continue using/receiving Title 1 and Title 3 funds appropriately to fund and support resources and programs for targeted/selected students. The Academy will also continue to evaluate programs and resources for effectiveness using the School Improvement process and the new Program Evaluation Tool and Rubric, as provided by MDE. If the Academy deems that a particular resource or program is labeled ineffective, then it will continue researching others that will push students towards mastery.

The Academy has deemed to use Title I, Title II, Section 31a funding as mentioned below to continue working towards the positive trend of increasing student achievement: The following conclusions and recommendations were drawn from the school's student achievement data, program/process data, process data, and demographic data, there is an ongoing need for focus, alignment, and implementation of literacy across the curriculum in all grade levels accounting for common strategies to address reading and writing across the curriculum. The data also revealed the need for alignment and instructional training to increase in mathematics, as the Academy had a large increase of new students this school year. This means that the Academy must use supplemental resources in the classrooms (during school tutorial sessions with paraprofessionals, after school tutoring and summer school) to re-teach concepts to students.

There is also a need for the planning for and implementation of the following research based strategies: Multiple Intelligences, Differentiation, Rigor/Relevance Framework, in which all teachers will use to teach grade level content in a rigorous manner to all Academy students.

Student achievement data analysis identified the need for appropriate differentiated instruction of academic content with identified instructional expectations and procedures for all students, particularly for newly enrolled students and English Language Learners. Data also demonstrates a need for research-based interventions matched to students' targeted deficit area(s) by providing small group instruction through the RTI process, through the implementation of additional supplemental materials in mathematics, reading and science provided through Title I, Title II and Section 31a funds.

Perception data also identified the need for continued improvement of several academic programs within the building, with a special focus on the Arabic language and Arabic program. In order to address this challenge that was identified by parents, students and staff on the stakeholder surveys, the Academy will be working with its sister Academies to further align the curriculum to ensure that it is rigorous and grade level appropriate from K-8th grades for 2015-2016. The Academy has also applied for a grant during the 2014-2015 school year to help fund and support the purchasing of additional supplemental hands on resources and materials that can be utilized in the classroom by both teacher and students. This will help make the curriculum more hands on and engaging for students.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

The data analysis has revealed specific needs related to teacher quality and Professional Development, primarily for beginning teachers, as identified through the Process Data.

Student achievement data and program data has shown a need for training on the English Language Learner strategies, as well as strategies on best practice instruction. Process data has identified an ongoing need for professional development on the District's Response to Intervention Plan regarding research based tiered interventions and a need for professional learning communities to implement and provide supplemental mentoring and coaching to instructional staff in the areas of SIOP, Bloom's Taxonomy, Marzano's instructional strategies, STEM strategies and literacy strategies. Program data has identified a need to provide all teachers and paraprofessionals with School Improvement Plan training as well as training on research-based strategies aligned to our Professional Development Plan and staff individual professional development needs. There is a need to update Professional Development Plans to address student needs and high priority gaps based on student achievement data in reading, writing, listening, mathematics and science. Based on student achievement data there is an ongoing need to prioritize effective planning to inform instruction, with ongoing monitoring of students' progress and mastery of grade level content, primarily for RTI/At-Risk students. The Academy plans on using Title II funding to help support these professional development opportunities for teachers, ensuring that teachers are getting the training and guidance that is needed, as aligned to student achievement data results.

Perception data and demographic data have indicated a need to communicate with families about school programs through effective school to home and home to school communications. The demographic data shows a need to assist parents and families with understanding development and setting home conditions that support children as students at each age and grade level. In order to ensure that professional development opportunities are available for parents, the Academy has decided to spend Title IA 331 funding on purchasing research based resources through the Parent Institute in hopes of giving parents more information on supporting their child's education.

Perception data identified an ongoing need to recruit, train and schedule parent volunteers to support students and school programs. The demographic data and achievement data also supports the need to involve families with their children in at home learning opportunities, including homework and other curriculum related activities and decisions. The perception data identified an ongoing need to include families and participants in school decisions and advocacy through parent organizations. The perception data also revealed the need to coordinate community resources and services for students, families and the school with businesses, agencies and other groups to provide services to the community.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

These challenges will be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities, as the Academy's goal is to improve student achievement in all core subject areas. The Academy is utilizing state and federal funding to help support programs that will address at-risk students, such as Section 31a funding, Title II funding to provide teachers professional development sessions that target high priority areas such as mathematics, Title III funding to purchase supplemental resources and technology for English Language Learners and Title I funding to purchase supplemental resources that help support the core academic areas of science, English Language Arts, mathematics and social studies.

Single Building District Additional Requirements Diagnostic

Introduction

This diagnostic tool contains certification requirements for single building districts. All single building districts must complete this diagnostic.

Single Building District Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	The Academy tests all students in literacy in math through various formative, summative and standardized state and district assessments. the following standardized assessments are administered to students below: M-STEP-3rd-7th grades Scantron-K-7th grades	2014-2015 M-STEP Schedule

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this.) If yes, please provide a link to the report in the box below.	Yes	The 2013-2014 AER Report is currently posted on the Academy's website. http://www.niapsa.org/docs/2014_AER_NIA.pdf	2014_AER_NIA

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	The Academy currently does not have an 8th grade, however the Academy will be adding on an 8th grade classroom for the 2015-2016 school year. During the 15-16 school year, administrators and teachers will ensure that students create parent approved EDPs.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	The Academy currently does not have an 8th grade, however for the 2015-2016 school year, school officials will work on annually reviewing student EDPs to ensure academic course work alignment.	

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Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	The Academy does comply with all federal laws and regulations that prohibit discrimination.	

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mrs. Nawal Hamadeh Hamadeh Educational Services P.O. Box 1440 Dearborn, MI 48121 Superintendent, Founder and CEO 313-565-0507	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	See attachment.	14-15 Parent Involvement Plan

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	See attachment.	2015-2016 District NCLB Compact District Wide Parental Involvement Po

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan.	Yes	The Academy uses research based strategies to inform it's decision making, as well as basing all decisions on student and survey data. Stakeholder feedback is given annually at the end of the school year, which is then used to update and revise school programs and curriculum through the School Improvement process.	

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Label	Assurance	Response	Comment	Attachment
10.	The School Improvement Team reviews the CIMS data.	Yes	The CIMS data is reviewed by the Coordinator of Special Programs and the School Principal.	CIMS-Meeting Minutes

Label	Assurance	Response	Comment	Attachment
11.	CIMS data is used to prepare our Improvement Plan.	No	CIMS data is not used to prepare the School Improvement Plan. The Comprehensive Needs Assessment, Stakeholder Feedback and student achievement data are used.	

Label	Assurance	Response	Comment	Attachment
12.	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes	The Academy does utilize i-Safe and District wide filters to block or filter adult and student internet access on a regular basis.	2015-16 Internet Safety Agreement

Label	Assurance	Response	Comment	Attachment
13.	The district has a process to monitor adult and student use of the internet.	Yes	The District Wide Technology Director for the Academy monitors internet and computer use for all stakeholders at the Academy.	2015-16 Internet Safety Agreement

Label	Assurance	Response	Comment	Attachment
14.	The district has an Internet Safety Policy in place.	Yes	The Internet Safety Policy is shared with all stakeholders in the Parent/Student Handbook making it accessible. The Policy can also be found online.	2015-16 Internet Safety Agreement

Label	Assurance	Response	Comment	Attachment
15.	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes	The Internet Safety Policy is shared with all stakeholders in the Parent/Student Handbook.	2015-16 Internet Safety Agreement

Label	Assurance	Response	Comment	Attachment
16.	The district has a process to provide public notice and hearings about the Internet Safety Policy.	Yes	The district does have a process to provide public notice and hearings about the Internet Safety Policies.	

Label	Assurance	Response	Comment	Attachment
17.	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes	The district uses school-wide assessments to determine the telecommunication services and hardware support.	

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Label	Assurance	Response	Comment	Attachment
18.	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.	Yes	Needs were identified in the Tech Readiness Survey and supplemental technologies are identified in the Academy's School Improvement Plan Goals.	

Label	Assurance	Response	Comment	Attachment
19.	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.	Yes	The Academy has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology into the classroom for K-7th grades. Teachers are provided and attend various professional development sessions and trainings on how to use the Smartboard, attend various online technology resources such as Math IXL, and Write Steps. Teachers also incorporate the use of supplemental online technology resources in the classroom to target high priority areas in reading and mathematics such as MyOn Reading, Math IXL, and Study Ladder.	

Label	Assurance	Response	Comment	Attachment
20.	The district adjusts its curriculum to include technology literacy for all students.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.	Yes	The Academy has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology into the classroom for K-7th grades. Teachers are provided and attend various professional development sessions and trainings on how to use the Smartboard, attend various online technology resources such as Math IXL, and Write Steps. Teachers also incorporate the use of supplemental online technology resources in the classroom to target high priority areas in reading and mathematics such as MyOn Reading, Math IXL, and Study Ladder.	

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Label	Assurance	Response	Comment	Attachment
22.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Mrs. Nawal Hamadeh Hamadeh Educational Services P.O. Box 1440 Dearborn, MI 48121 Superintendent, Founder and CEO 313-565-0507	

Label	Assurance	Response	Comment	Attachment
24.	The District has a District Board Policy that is related to Parent Involvement.	Yes		District Wide Parental Involvement Policy

Label	Assurance	Response	Comment	Attachment
25.	The District has additional information necessary to support your improvement plan.	Yes		

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The Comprehensive Needs Assessment was conducted through detailed descriptive and inferential statistical analysis of external norm referenced student achievement data from the following:

Achievement Data:

-Scantron Performance Series for Grades K-7

For the 2015-2016 school year, the Academy will be implementing and utilizing the NWEA assessment, instead of the Scantron EdPerformance assessment. Upon more longitudinal assessment data, this will be used to make comparisons from fall to spring terms and eventually from school year to school year.

-Reading Foundations and Mathematics for K-1

-Reading, ELA, Mathematics and Science for 2-7

-PowerSchool Gradebook was used to gather criterion referenced formative and summative performance data to gain a clear understanding of the effectiveness of the school's programs/process, curriculum and instructional practices, and to track student demographic subgroup performance.

-2013-2014 WIDA Assessment Data

-Developmental Reading Assessment Data for K-1st grades

-Qualitative Reading Inventory for 2-5th grades

Program/Process Data:

-2014-2015 School Systems Review, McRel Teacher Walkthrough Data

Perception Data:

-Surveys were used to measure stakeholders' perception of how well the school is performing. Student surveys were completed during class with the assistance of the classroom teacher to provide clarification on questions, if any problems were to occur. Faculty/staff surveys were completed independently and anonymously and submitted electronically. Parent/guardian surveys were conducted at a well-publicized parent meeting. Students, parents, staff, and members of the school community were surveyed to measure their perception of the school's performance, and inferential and descriptive statistics were employed to complete the analysis of the results.

School data was discussed during the following:

-School Improvement Meetings

-Staff Wide Meetings

-Professional Learning Community Meetings

-School Wide Professional Development Sessions

Stakeholders involved in the Comprehensive Needs Assessment:

-Teachers

-Parents

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-Administrators

-Students

Through:

-School Improvement Meetings

-Parent Teacher Council Meetings (PTC)

-Staff meetings

-Stakeholder Perception Survey (parents, students and staff)-administered in April

To ensure thorough completion of the Comprehensive Needs Assessment the school utilizes the School Improvement Framework (SIF) process cycle which has four 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.

The study/analyze phase was conducted through a statistical analysis of the four measures of data (student achievement data, school programs/process data, perceptions data and demographic data). The study was conducted by a School Improvement Team of stakeholders who collaborated to conduct the analysis and came to a consensus on the implications of the results. The academy's stakeholder groups consisted of students, parents, staff, and community partnerships. Furthermore, ongoing assessment, evaluation, mentoring/training and support of the comprehensive needs assessment and school improvement process is facilitated by Central Office staff members who work closely with the School Improvement Team leaders at Noor International Academy. Thus the Comprehensive Needs Assessment was conducted through the collaboration of stakeholders and detailed analysis of student achievement data, school program/process data, perception data, and demographic data.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

For the 2012-2013 school year, Noor International Academy scored a MI Scorecard status ranking of green.

For the 2013-2014 school year, Noor International Academy was identified as a Reward School, with 94% proficiency ratings. The Academy also scored a lime green status on the MDE MI Scorecard.

The Comprehensive Needs Assessment was conducted through detailed descriptive and inferential statistical analysis of external norm referenced student achievement data, stakeholder perception data and demographic data.

School data was discussed during the following:

-School Improvement Meetings

-Staff Wide Meetings

-Professional Learning Community Meetings

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-School Wide Professional Development Sessions

Program/Process Data:

-2014-2015 School Systems Review, McRel Teacher Walkthrough Data

In reviewing the results of the 14-15 School Systems Review, the strands/standards/indicators that stand out as strengths for the Academy, include Strands I (Teaching for Learning), which scored an overall rating of 2.8 and Strand II (Leadership for Learning), which scored an overall rating of 2.88.

Strand I, Standard 1: Academy staff felt that the Academy fully implements the alignment component of the curriculum, the coherence component of the curriculum by having staff assist in the development of grade level Power Standards and curriculum planners.

Standard 2: Academy staff felt that the Academy fully implements all components of instructional design by collaboratively planning to write and align school wide curriculum through PLC meetings, staff wide meetings. The Academy staff also feels that instruction is designed to meet the needs of all students through the implementation of differentiated learning groups in reading and math, RTI interventions, Section 31a paraprofessional support and after school tutoring.

Standard 3: Academy staff felt that the Academy fully implements all components of the assessment system, by creating balanced assessments, analyzing student data on a regular basis and informing parents of student success.

In reviewing the results of the 2014-2015 School Systems Review, the strands/standards/indicators that stand out as challenges were the following:

Strand III: Professional Learning Culture

This strand received an overall rating of 2.25. The following standard only received a partial implementation rating, which was Standard 8.

The Academy is working on incorporating a much more effective and efficient way to monitor and evaluate professional development sessions, in order to achieve a higher rating on this standard for the next school year.

These challenges may impact student achievement as, professional development sessions are extremely important and crucial for all teachers, especially beginning teachers. The Academy has a larger percent of beginning teachers versus veteran teachers, thus the type of professional development sessions that are offered, need to be focused on instructional strategies, data analysis, differentiation, 21st century skills and incorporation of higher order thinking skills.

Perception Data:

-Surveys were used to measure stakeholders' perception of how well the school is performing. Student surveys were completed during class with the assistance of the classroom teacher to provide clarification on questions, if any problems were to occur. Faculty/staff surveys were completed independently and anonymously and submitted electronically. Parent/guardian surveys were conducted at a well-publicized parent meeting. Students, parents, staff, and members of the school community were surveyed to measure their perception of the school's performance, and inferential and descriptive statistics were employed to complete the analysis of the results.

Students: Surveys were divided into two main groups, consisting of students in grades 3-5th and middle school students, 6-7th grades.

Strengths:

Each year, the Academy sends out an electronic and hard copy survey in order to determine all stakeholders' feedback regarding curriculum resources, the school environment, discipline, access to resources, technology, academic expectations, specials, school leadership. For the 2014-2015 school year, the Academy utilized two surveys, one for the elementary students (3-5) and one for the middle school students (6-

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7).

When analyzing the perception data for both groups, the elementary students (grades 3-5) overall highest level of satisfaction were the following areas:

- Teachers having high expectations for all students, scoring a percentage rating of 96%
- Both the principal and teachers wanting every child to learn, scoring a percentage rating of 94%
- Teachers using different activities to help student learn, scoring a percentage rating of 88%

When analyzing the perception data the middle school students (grades 6-7) overall highest level of satisfaction were in the following areas:

- Mathematics, scoring a percentage rating of 85%
- English, Reading and Writing, scoring a percentage rating of 78%

Areas of Concern:

When analyzing the perception data for both groups, the elementary students (grades 3-5) overall lowest level of satisfaction was the following area:

- The school library is very neat and easy to get to, scored a percentage ranking of 33%

When analyzing the perception data for both groups, the middle school students (grades 6-7) overall lowest level of satisfaction was the following area:

- Arabic, scoring a percentage ranking of 4%
- The next lowest rating was the library usage and organization, scoring a 16%

Parents:

Strengths:

The area(s) that indicates the overall highest level of satisfaction among parents/guardians is:

- The principal's leadership and effectiveness in promoting quality instruction at the school, scoring an "excellent" percentage ranking of 83%, and 17% of parents ranked this category as "good"
- The respect of the social and cultural differences towards students and parents by the administration, scored an "excellent" ranking of 80% and a "good" ranking as 17%
- The respect of the social and cultural differences towards staff by students and parents, scored an "excellent" ranking of 83% and a "good" ranking of 13%
- The grading and reporting practices of the student achievement, scored an "excellent" ranking of 81% and a "good" ranking of 13%
- The science and social studies programs, both scored an "excellent" ranking of 81% and a "good" ranking of 16%

Areas of Concern:

The area(s) that indicate the overall lowest level of satisfaction among parents/guardians are the following:

- The arts, scoring a "poor" ranking of 24%

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-The athletic program (after school sports), scoring a "poor" ranking of 19%

-The Arabic program, scoring a "poor" ranking of 14%

Staff:

Strengths:

The area(s) that indicates the overall highest level of satisfaction among teachers/staff is the following:

-Communication process between staff and administration, scored an "excellent" percentage ranking of 90%

-Our school's leaders ensure that all staff members hold all students to high academic standards, scoring an "excellent" ranking of 85%

-Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning, scoring an "excellent" percentage ranking of 85%

-The principal's leadership and effectiveness in promoting quality instruction at the school, scored an "excellent" percentage ranking of 85%

Areas of Concern:

The area(s) that indicate the overall lowest level of satisfaction among teachers/staff are the following:

-Arts (Performing Arts, Visual Arts and Music), scoring a "poor" percentage ranking of 24%

-Technology (computer and science), scoring a "poor" percentage ranking of 19%

-Athletic Program (after school sports), scoring a "poor" percentage ranking of 19%

-The Arabic Program, scoring a "poor" percentage ranking of 19%

Community: No surveys were returned from the community. Therefore, this item is not currently applicable to our school.

Demographic Data:

Enrollment:

2012-2013- K-5th Grades 108 Students

2013-2014-K-6th Grades 160 Students

2014-2015-K-7th Grades 195 Students

Ethnicity:

2012-2013 School Year:

Asian 33%

African American 4%

White 57%

Multi-Racial 7%

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2013-2014 School Year:

Asian 34%

African American 5%

White 57%

Multi-Racial 3%

2014-2015 School Year:

Asian 37%

African American 6%

White 53%

Multi-Racial 3%

Economic (SES):

Noor International Academy had 42 students out of 108 total students (39%) that were economically disadvantaged students in the 2012-2013 school year

Noor International Academy had 72 students out of 160 total students (45%) that were economically disadvantaged students in the 2013-2014 school year

Noor International Academy had 90 students out of 195 total students (46%) that were economically disadvantaged students in the 2014-2015 school year

For the past three years, the number of economically disadvantaged students increased.

Female vs. Male Students:

Noor International Academy had 64 (59%) female and 44 (41%) male students in the 2012-2013 school year

Noor International Academy had 84 (52%) female and 76 (48%) male students in the 2013-2014 school year

Noor International Academy had 109 (56%) female and 86 (44%) male students in the 2014-2015 school year

Students with Disabilities:

Noor International Academy had 6 out of 108 (5%) students with disabilities in the 2012-2013 school year.

Noor International Academy had 12 out of 160 (7.5%) students with disabilities in the 2013-2014 school year.

Noor International Academy had 21 out of 195 (11%) students with disabilities in the 2014-2015 school year.

Attendance Data:

Noor International Academy had 93% students in attendance for the 2012-2013 school year with identified disabilities.

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Noor International Academy had 95% students in attendance for the 2013-2014 school year with identified disabilities.

Noor International Academy had 95% students in attendance for the 2014-2015 school year with identified disabilities.

Mobility Data (Out of state, home schooling and or/enrolling into another district):

Noor International Academy had 23 students leave the Academy in the 2012-2013 school year, accounting for 21% of the student enrollment.

Noor International Academy had 24 students leave the Academy in the 2013-2014 school year, accounting for 15% of the student enrollment.

Noor International Academy had 48 students leave the Academy in the 2014-2015 school year, accounting for 25% of the student enrollment.

English Language Learners:

2012-2013 School Year: 25%

2013-2014 School Year: 47%

2014-2015 School Year: 59%

Student Achievement:

-Scantron Performance Series for Grades K-7

-Reading Foundations and Mathematics for K-1 and English Language Arts, Science, Reading and Mathematics for Grades 2-7

-PowerSchool Gradebook was used to gather criterion referenced formative and summative performance data to gain a clear understanding of the effectiveness of the school's programs/process, curriculum and instructional practices, and to track student demographic subgroup performance.

-2013-2014 WIDA Assessment Data

-Developmental Reading Assessment Data for K-1st grades

-Qualitative Reading Inventory for 2-5th grades

The following results related to English Language Arts (ELA), Reading, Mathematics, and Science demographic and perception were drawn from 2014-2015 Scantron EdPerformance data.

English Language Arts Results: Reading Assessment

-Scantron Performance Series for Grades K-7 in reading and English Language Arts

The Academy utilizes the scaled scores that are provided by Scantron EdPerformance for each subject area to make informed decisions pertaining to student achievement. The scaled score is a transformation of a student's underlying ability estimate, as calculated by the Rasch model of measurement, and is independent of grade level. Scaled score values in Performance Series typically ranges from 1300 to 3700. Most computer adaptive tests use an Item Response Theory (IRT) based measurement model to determine a student's expected level of performance within a subject area. This score is used to track student's progress over time, from fall to spring, or year to year. Changes in scaled score provide estimates of student improvement or growth in the underlying subject area knowledge over time.

The Academy also utilizes the National Percentile Ranking (NPR) that is provided by Scantron EdPerformance for each subject area to make informed decisions pertaining to student achievement. The NPR uses the Scaled Score to compare the student to members of the Performance Series national norm group within the same grade level. The numerical value illustrates the percentage of students that the selected student would be expected to score above in the norm group comparison. Different values appear for the fall, winter and spring test administrations to reflect different levels of knowledge for those time periods. A student with an NPR of 74 would mean that his or her score is above 74% of grade level peers in the national norm group.

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For the 2015-2016 school year, the Academy will be implementing and utilizing the NWEA assessment, instead of the Scantron EdPerformance assessment. Once longitudinal assessment data is available, this will be used to make comparisons from fall to spring terms and eventually from school year to school year.

When analyzing fall to spring National Percentile Rankings (NPR) for grades 2-7 in Reading, the following NPR percentages were determined:

In the district wide standardized Scantron Performance Series Reading assessment for 2nd graders, second grade students scored 72% National Percentile Ranking (NPR) in the fall of 2014, and the 2nd graders scored a 74% NPR ranking in the spring of 2015.

In the district wide standardized Scantron Performance Series Reading assessment for 3rd graders, 3rd grade students scored 49% National Percentile Ranking (NPR) in the fall of 2014, and the 3rd graders scored a 48% NPR ranking in the spring of 2015.

In the district wide standardized Scantron Performance Series Reading assessment for 4th graders, 4th grade students scored 58% National Percentile Ranking (NPR) in the fall of 2014, and the 4th graders scored a 60% NPR ranking in the spring of 2015.

In the district wide standardized Scantron Performance Series Reading assessment for 5th graders, 5th grade students scored 35% National Percentile Ranking (NPR) in the fall of 2014, and the 5th graders scored a 56% NPR ranking in the spring of 2015.

In the district wide standardized Scantron Performance Series Reading assessment for 6th graders, 6th grade students scored 63% National Percentile Ranking (NPR) in the fall of 2014, and the 6th graders scored a 64% NPR ranking in the spring of 2015.

In the district wide standardized Scantron Performance Series Reading assessment for 7th graders, 7th grade students scored 50% National Percentile Ranking (NPR) in the fall of 2014, and the 7th graders scored a 51% NPR ranking in the spring of 2015.

-2nd Grade Reading Common Core Standards That Have Been Identified by EdPerformance As Areas of Need:

-No CCSS were identified for 2nd grade.

-3rd Grade Reading Common Core Standards That Have Been Identified by EdPerformance As Areas of Need:

Fiction CCSS.ELA-Literacy.RL.3.3 The learner will identify character traits in a third grade fictional passage.

Fiction CCSS.ELA-Literacy.RL.3.3/CCSS.ELA-Literacy.RL.3.5 The learner will use knowledge of story structure, story elements, and key vocabulary to interpret stories.

Fiction CCSS.ELA-Literacy.CCRA.R.2 The learner will identify the main idea of a short third grade fictional passage.

Long Passage CCSS.ELA-Literacy.CCRA.R.1 The learner will draw conclusions from a third grade long passage.

Long Passage CCSS.ELA-Literacy.CCRA.R.2 The learner will identify the main idea of a third grade long passage.

Long Passage CCSS.ELA-Literacy.RL.3.2 The learner will interpret the moral lesson of a third grade long passage.

Long Passage CCSS.ELA-Literacy.RL.3.1 The learner will identify details from a third grade long passage.

Long Passage CCSS.ELA-Literacy.RL.3.3 The learner will evaluate a character's motives in a third grade long passage.

-4th Grade Reading Common Core Standards That Have Been Identified by EdPerformance As Areas of Need:

Fiction CCSS.ELA-Literacy.RL.4.3 The learner will analyze characters in a short fourth grade fictional passage.

Fiction CCSS.ELA-Literacy.RL.4.9 The learner will compare and contrast the treatment of similar themes and topics and patterns of events of fourth grade fictional texts from different cultures.

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Long Passage CCSS.ELA-Literacy.RL.4.1 The learner will predict what will come next in a fourth grade long passage.

Long Passage CCSS.ELA-Literacy.RL.4.1 The learner will answer basic comprehension questions about a fourth grade long passage.

Long Passage CCSS.ELA-Literacy.CCRA.R.1 The learner will extend the meaning of a fourth grade long passage.

Long Passage CCSS.ELA-Literacy.CCRA.R.4/CCSS.ELA-Literacy.L.4.5a The learner will infer meaning from figurative language in a fourth grade long pas

-5th Grade Reading Common Core Standards That Have Been Identified by EdPerformance As Areas of Need:

-There were no Common Core Standards found for 5th grade reading.

-6th Grade Reading Common Core Standards That Have Been Identified by EdPerformance As Areas of Need:

Fiction CCSS.ELA-Literacy.RL.6.3 The learner will identify the climax of a sixth grade fictional passage.

-7th Grade Reading Common Core Standards That Have Been Identified by EdPerformance As Areas of Need:

-There were no Common Core Standards found for 7th grade reading.

English Language Arts Assessment Results:

When analyzing fall to spring National Percentile Rankings (NPR) for grades 2-7 in English Language Arts, the following NPR percentages were determined:

In the district wide standardized Scantron Performance Series English Language Arts assessment for 2nd graders, second grade students scored 76% National Percentile Ranking (NPR) in the fall of 2014, and the 2nd graders scored a 88% NPR ranking in the spring of 2015.

In the district wide standardized Scantron Performance Series English Language Arts assessment for 3rd graders, 3rd grade students scored 50% National Percentile Ranking (NPR) in the fall of 2014, and the 3rd graders scored a 56% NPR ranking in the spring of 2015.

In the district wide standardized Scantron Performance Series English Language Arts assessment for 4th graders, 4th grade students scored 58% National Percentile Ranking (NPR) in the fall of 2014, and the 4th graders scored a 62% NPR ranking in the spring of 2015.

In the district wide standardized Scantron Performance Series English Language Arts assessment for 5th graders, 5th grade students scored 34% National Percentile Ranking (NPR) in the fall of 2014, and the 5th graders scored a 52% NPR ranking in the spring of 2015.

In the district wide standardized Scantron Performance Series English Language Arts assessment for 6th graders, 6th grade students scored 64% National Percentile Ranking (NPR) in the fall of 2014, and the 6th graders scored a 80% NPR ranking in the spring of 2015.

In the district wide standardized Scantron Performance Series English Language Arts assessment for 7th graders, 7th grade students scored 36% National Percentile Ranking (NPR) in the fall of 2014, and the 7th graders scored a 59% NPR ranking in the spring of 2015.

-2nd Grade ELA Common Core Standards That Have Been Identified by EdPerformance As Areas of Need:

Capitalization CCSS.ELA-Literacy.L.2.2/CCSS.ELA-Literacy.L.3.2 The learner will determine the correct capitalization of months of the year in a sentence.

Capitalization CCSS.ELA-Literacy.L.2.2/CCSS.ELA-Literacy.L.3.2 The learner will determine the correct capitalization of days of the week in a sentence.

Capitalization CCSS.ELA-Literacy.L.2.2a/CCSS.ELA-Literacy.L.3.2 The learner will identify the sentence containing correct capitalization of a

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holiday.

Capitalization CCSS.ELA-Literacy.L.2.2a The learner will capitalize product names.

Capitalization CCSS.ELA-Literacy.L.2.2/CCSS.ELA-Literacy.L.3.2 The learner will determine the correct capitalization of a one word closing in a friendly letter.

-3rd Grade ELA Common Core Standards That Have Been Identified by EdPerformance As Areas of Need:

Capitalization CCSS.ELA-Literacy.L.2.2/CCSS.ELA-Literacy.L.3.2/CCSS.ELA-Literacy.L.4.2a The learner will identify the correct capitalization of personal titles in a sentence.

Capitalization CCSS.ELA-Literacy.L.2.2a/CCSS.ELA-Literacy.L.3.2/CCSS.ELA-Literacy.L.4.2a The learner will revise a sentence for a capitalization error with a city or state.

Capitalization CCSS.ELA-Literacy.L.2.2/CCSS.ELA-Literacy.L.3.2/CCSS.ELA-Literacy.L.4.2a The learner will choose the best revision of a capitalization error at the beginning of a sentence.

Capitalization CCSS.ELA-Literacy.L.2.2a/CCSS.ELA-Literacy.L.3.2/CCSS.ELA-Literacy.L.4.2a The learner will edit to identify a capitalization error with city or state names.

Capitalization CCSS.ELA-Literacy.L.2.2a/CCSS.ELA-Literacy.L.3.2/CCSS.ELA-Literacy.L.4.2a The learner will determine the correct capitalization of a city and state in a sentence.

Capitalization CCSS.ELA-Literacy.L.2.2a/CCSS.ELA-Literacy.L.3.2/CCSS.ELA-Literacy.L.4.2a "The learner will edit to identify a capitalization error with street, city, or state names."

Capitalization CCSS.ELA-Literacy.L.2.2a/CCSS.ELA-Literacy.L.3.2/CCSS.ELA-Literacy.L.4.2a "The learner will determine the correct capitalization of a street, city, and state in an address."

Capitalization CCSS.ELA-Literacy.L.2.2a/CCSS.ELA-Literacy.L.3.2/CCSS.ELA-Literacy.L.4.2a The learner will edit to identify a capitalization error with holidays.

Capitalization CCSS.ELA-Literacy.L.2.2a/CCSS.ELA-Literacy.L.3.2/CCSS.ELA-Literacy.L.4.2a The learner will choose the sentence containing the correct capitalization of a holiday.

Capitalization CCSS.ELA-Literacy.L.2.2/CCSS.ELA-Literacy.L.3.2/CCSS.ELA-Literacy.L.4.2a The learner will determine the correct capitalization of family relationships in a sentence.

Capitalization CCSS.ELA-Literacy.L.2.2/CCSS.ELA-Literacy.L.3.2/CCSS.ELA-Literacy.L.4.2a The learner will determine the correct lowercase version of seasons in a sentence.

-4th Grade ELA Common Core Standards That Have Been Identified by EdPerformance As Areas of Need:

Capitalization CCSS.ELA-Literacy.L.3.2/CCSS.ELA-Literacy.L.4.2a/CCSS.ELA-Literacy.L.5.2 The learner will edit to identify a capitalization error with geographical names or regions.

Capitalization CCSS.ELA-Literacy.L.3.2/CCSS.ELA-Literacy.L.4.2a/CCSS.ELA-Literacy.L.5.2 The learner will edit to identify a capitalization error with proper nouns.

Capitalization CCSS.ELA-Literacy.L.3.2/CCSS.ELA-Literacy.L.4.2a/CCSS.ELA-Literacy.L.5.2 The learner will determine the correct capitalization of geographical names and regions in a sentence.

Capitalization CCSS.ELA-Literacy.L.3.2a/CCSS.ELA-Literacy.L.4.2a/CCSS.ELA-Literacy.L.5.2 The learner will use correct capitalization of book titles.

Capitalization CCSS.ELA-Literacy.L.3.2/CCSS.ELA-Literacy.L.4.2a/CCSS.ELA-Literacy.L.5.2 The learner will edit to identify a capitalization error.

Capitalization CCSS.ELA-Literacy.L.3.2a/CCSS.ELA-Literacy.L.4.2a/CCSS.ELA-Literacy.L.5.2 The learner will identify which sentence contains the correct capitalization of personal titles.

-5th Grade ELA Common Core Standards That Have Been Identified by EdPerformance As Areas of Need:

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Capitalization CCSS.ELA-Literacy.L.4.2a/CCSS.ELA-Literacy.L.5.2/CCSS.ELA-Literacy.L.6.2 The learner will identify which sentence contains the correct capitalization of geographical names and regions.

Capitalization CCSS.ELA-Literacy.L.4.2a/CCSS.ELA-Literacy.L.5.2/CCSS.ELA-Literacy.L.6.2 The learner will determine the correct capitalization of book titles in a sentence.

Capitalization CCSS.ELA-Literacy.L.4.2a/CCSS.ELA-Literacy.L.5.2/CCSS.ELA-Literacy.L.6.2 The learner will edit to identify a capitalization error with directional terms.

Capitalization CCSS.ELA-Literacy.L.4.2a/CCSS.ELA-Literacy.L.5.2/CCSS.ELA-Literacy.L.6.2 The learner will determine the correct capitalization of proper adjectives in a sentence.

Capitalization CCSS.ELA-Literacy.L.4.2a/CCSS.ELA-Literacy.L.5.2/CCSS.ELA-Literacy.L.6.2 The learner will determine the correct capitalization of personal titles in a sentence.

Capitalization CCSS.ELA-Literacy.L.4.2a/CCSS.ELA-Literacy.L.5.2/CCSS.ELA-Literacy.L.6.2 The learner will determine the correct capitalization of eras or events in a sentence.

Capitalization CCSS.ELA-Literacy.L.4.2a/CCSS.ELA-Literacy.L.5.2/CCSS.ELA-Literacy.L.6.2 The learner will determine the correct capitalization of a language in a sentence.

Capitalization CCSS.ELA-Literacy.L.4.2a/CCSS.ELA-Literacy.L.5.2/CCSS.ELA-Literacy.L.6.2 The learner will determine the correct capitalization of a direct quotation in a sentence.

Capitalization CCSS.ELA-Literacy.L.4.2a/CCSS.ELA-Literacy.L.5.2/CCSS.ELA-Literacy.L.6.2 The learner will determine the correct capitalization of directional terms in a sentence.

Parts of Speech CCSS.ELA-Literacy.L.5.1e/CCSS.ELA-Literacy.L.6.1 The learner will use a correlating conjunction in a sentence.

Parts of Speech CCSS.ELA-Literacy.L.4.1/CCSS.ELA-Literacy.L.5.1/CCSS.ELA-Literacy.L.6.1 The learner will understand terminology in order to use an adverb in a sentence.

-6th Grade Reading Common Core Standards That Have Been Identified by EdPerformance As Areas of Need:

Parts of Speech CCSS.ELA-Literacy.L.5.1/CCSS.ELA-Literacy.L.6.1/CCSS.ELA-Literacy.L.7.1 The learner will understand terminology in order to locate an adverb in a sentence.

Parts of Speech CCSS.ELA-Literacy.L.5.1/CCSS.ELA-Literacy.L.6.1/CCSS.ELA-Literacy.L.7.1 The learner will understand terminology in order to determine the correct use of an interrogative pronoun in a sentence.

Parts of Speech CCSS.ELA-Literacy.L.6.1c The learner will recognize and correct inappropriate shifts in pronoun number and person.

Parts of Speech CCSS.ELA-Literacy.L.6.1a The learner will ensure that pronouns are in the proper case (subjective, objective, possessive).

Parts of Speech CCSS.ELA-Literacy.L.6.1d The learner will recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

-7th Grade Reading Common Core Standards That Have Been Identified by EdPerformance As Areas of Need:

Parts of Speech CCSS.ELA-Literacy.L.6.1/CCSS.ELA-Literacy.L.7.1/CCSS.ELA-Literacy.L.8.1 The learner will use a possessive noun in a sentence.

Parts of Speech CCSS.ELA-Literacy.L.6.1/CCSS.ELA-Literacy.L.7.1/CCSS.ELA-Literacy.L.8.1 The learner will use a past perfect tense verb in a sentence.

Parts of Speech CCSS.ELA-Literacy.L.6.1/CCSS.ELA-Literacy.L.7.1 The learner will choose the past progressive tense of a verb in order to complete a sentence.

Parts of Speech CCSS.ELA-Literacy.L.6.1/CCSS.ELA-Literacy.L.7.1/CCSS.ELA-Literacy.L.8.1 The learner will use a present perfect progressive tense verb in a sentence.

Parts of Speech CCSS.ELA-Literacy.L.6.1/CCSS.ELA-Literacy.L.7.1/CCSS.ELA-Literacy.L.8.1 The learner will determine which sentence contains an error in verb tense.

Parts of Speech CCSS.ELA-Literacy.L.6.1/CCSS.ELA-Literacy.L.7.1/CCSS.ELA-Literacy.L.8.1 The learner will determine the correct use of

an interrogative pronoun in a sentence.

Mathematics Assessment Results:

When analyzing fall to spring National Percentile Rankings (NPR) for grades 2-7 in Mathematics, the following NPR percentages were determined:

In the district wide standardized Scantron Performance Series Mathematics assessment for 2nd graders, second grade students scored 79% National Percentile Ranking (NPR) in the fall of 2014, and the 2nd graders scored a 86% NPR ranking in the spring of 2015.

In the district wide standardized Scantron Performance Series Mathematics assessment for 3rd graders, 3rd grade students scored 54% National Percentile Ranking (NPR) in the fall of 2014, and the 3rd graders scored a 65% NPR ranking in the spring of 2015.

In the district wide standardized Scantron Performance Series Mathematics assessment for 4th graders, 4th grade students scored 54% National Percentile Ranking (NPR) in the fall of 2014, and the 4th graders scored a 56% NPR ranking in the spring of 2015.

In the district wide standardized Scantron Performance Series Mathematics assessment for 5th graders, 5th grade students scored 54% National Percentile Ranking (NPR) in the fall of 2014, and the 5th graders scored a 56% NPR ranking in the spring of 2015.

In the district wide standardized Scantron Performance Series Mathematics assessment for 6th graders, 6th grade students scored 62% National Percentile Ranking (NPR) in the fall of 2014, and the 6th graders scored a 68% NPR ranking in the spring of 2015.

In the district wide standardized Scantron Performance Series Mathematics assessment for 7th graders, 7th grade students scored 47% National Percentile Ranking (NPR) in the fall of 2014, and the 7th graders scored a 36% NPR ranking in the spring of 2015.

-2nd Grade Mathematics Common Core Standards That Have Been Identified by EdPerformance As Areas of Need:

Data Analysis & Probability The learner will determine events as being equally likely to occur.

Data Analysis & Probability CCSS.Math.Content.2.MD.D.10 The learner will be able to interpret a bar graph.

Geometry The learner will be able to identify multiple ways of illustrating the same fraction using physical models, pictorial models, and words, including $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, and whole.

Geometry 2.4 The learner will recognize which shapes can be combined to form a given shape.

Geometry CCSS.Math.Content.1.G.A.3/CCSS.Math.Content.2.G.A.3 The learner will be able to connect fractions to pictorial models and/or connect models of these types to fractions ($\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, whole).

Geometry CCSS.Math.Content.1.G.A.3/CCSS.Math.Content.2.G.A.3 The learner will be able to relate the simple fractions to one whole unit ($\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, whole).

Geometry The learner will be able to sort/classify plane figures by attributes including shape, color, size, and the number of sides and/or vertices.

Geometry CCSS.Math.Content.2.G.A.1 The learner will be able to identify plane figures by attributes including the number of sides and/or vertices.

Geometry CCSS.Math.Content.1.G.A.3/CCSS.Math.Content.2.G.A.3 The learner will be able to identify the fractional portion of a given set ($\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, whole).

Measurement CCSS.Math.Content.2.MD.A.1/CCSS.Math.Content.3.MD.B.4 The learner will be able to select appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes to measure the length of an object.

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-3rd Grade Mathematics Common Core Standards That Have Been Identified by EdPerformance As Areas of Need:

Data Analysis & Probability The learner will determine the chances of simple events which have equally likely outcomes.

Geometry The learner will identify squares and rectangles.

Geometry The learner will identify shapes in real world objects and drawings.

Geometry CCSS.Math.Content.2.G.A.1 The learner will identify various geometric figures.

Geometry CCSS.Math.Content.3.G.A.1 The learner will give the specific name of a figure based on its properties.

Measurement CCSS.Math.Content.3.MD.A.1 The learner will tell time to the nearest minute using an analog clock.

Measurement CCSS.Math.Content.3.MD.D.8 The learner will find the perimeter of a figure with the sides labeled.

Measurement CCSS.Math.Content.5.MD.C.3b The learner will determine the volume of the figure through models.

Measurement CCSS.Math.Content.3.MD.A.1 The learner will calculate length of time through addition and subtraction.

Algebra The learner will write division number sentences which represent real world situations.

-4th Grade Mathematics Common Core Standards That Have Been Identified by EdPerformance As Areas of Need:

Algebra The learner will determine missing or extraneous information in problem solving scenarios.

Algebra The learner will demonstrate the commutative property of addition and multiplication.

Data Analysis & Probability The learner will read a double bar graph.

Data Analysis & Probability The learner will determine common events to be impossible, less likely, equally likely, more likely, or certain.

Data Analysis & Probability CCSS.Math.Content.4.MD.B.4 The learner will display a data set of fractions on a line plot.

Data Analysis & Probability The learner will be able to represent data using tables, bar graphs, and pictographs.

Data Analysis & Probability CCSS.Math.Content.4.MD.B.4 The learner will use a line plot to subtract fractions.

Data Analysis & Probability The learner will interpret a double bar graph.

Data Analysis & Probability The learner will predict the outcomes of probability experiments.

Data Analysis & Probability The learner will determine the probability of an event and express it as a ratio in fraction form.

Data Analysis & Probability The learner will calculate the mean of a set of data.

Data Analysis & Probability CCSS.Math.Content.4.MD.B.4 The learner will use a line plot to add fractions.

-5th Grade Mathematics Common Core Standards That Have Been Identified by EdPerformance As Areas of Need:

Algebra The learner will read, interpret, and draw conclusions from Venn diagrams.

Algebra CCSS.Math.Content.5.OA.B.3 The learner will identify the relationship between corresponding terms.

Algebra CCSS.Math.Content.5.OA.B.3 The learner will create ordered pairs given two patterns.

Data Analysis & Probability The learner will determine the probability of an event.

Data Analysis & Probability The learner will be able to display data in a line graph to show an increase or decrease over time.

Data Analysis & Probability CCSS.Math.Content.5.MD.B.2 The learner will display a data set of fractions on a line plot.

Data Analysis & Probability The learner will interpret data read from a line graph.

Data Analysis & Probability The learner will be able to formulate conclusions and make predictions from graphs.

Data Analysis & Probability The learner will predict outcomes based on collected data.

Geometry The learner will identify various angles in a given figure.

Geometry The learner will define various angles in a given figure.

-6th Grade Mathematics Common Core Standards That Have Been Identified by EdPerformance As Areas of Need:

Algebra CCSS.Math.Content.6.EE.B.5 The learner will determine if a given value is a solution to an equation.

Algebra CCSS.Math.Content.6.EE.B.8 The learner will represent a constraint in a real world problem by writing an inequality.

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Algebra CCSS.Math.Content.6.EE.B.8 The learner will graph the solution to inequalities on a number line.

Algebra CCSS.Math.Content.6.EE.B.5 The learner will determine whether a given value is a solution to an inequality.

Data Analysis & Probability CCSS.Math.Content.6.SP.B.4 The learner will use a dot plot to display data.

Data Analysis & Probability CCSS.Math.Content.6.SP.B.4 The learner will display data using a box plot.

Data Analysis & Probability CCSS.Math.Content.6.SP.B.5c The learner will calculate the mean within a mathematical or problem solving situation.

Data Analysis & Probability CCSS.Math.Content.6.SP.B.5c The learner will calculate the median within a mathematical or problem solving situation.

Data Analysis & Probability CCSS.Math.Content.6.SP.B.4 The learner will display data using a histogram.

Geometry CCSS.Math.Content.6.RP.A.3a The learner will plot the pairs of values of a ratio relationship on a coordinate plane.

Geometry CCSS.Math.Content.6.NS.C.6b The learner will reflect points over either axis.

Measurement CCSS.Math.Content.6.G.A.1/CCSS.Math.Content.7.G.B.6 The learner will calculate the area of a rectangle given its measurements.

-7th Grade Mathematics Common Core Standards That Have Been Identified by EdPerformance As Areas of Need:

Data Analysis & Probability CCSS.Math.Content.6.SP.B.5c The learner will calculate the mean within a mathematical or problem solving situation.

Data Analysis & Probability CCSS.Math.Content.6.SP.B.5c The learner will calculate the median within a mathematical or problem solving situation.

Data Analysis & Probability CCSS.Math.Content.6.SP.B.4 The learner will display data using a histogram.

Geometry CCSS.Math.Content.5.G.A.1 The learner will give a name to an ordered pair in the coordinate plane.

Geometry CCSS.Math.Content.4.G.A.3 The learner will identify the line(s) of symmetry in a figure.

Geometry CCSS.Math.Content.6.RP.A.3a The learner will plot the pairs of values of a ratio relationship on a coordinate plane.

Geometry CCSS.Math.Content.5.G.B.4 The learner will classify types of triangles.

Geometry CCSS.Math.Content.6.NS.C.6b The learner will reflect points over either axis.

Measurement CCSS.Math.Content.6.G.A.1/CCSS.Math.Content.7.G.B.6 The learner will calculate the area of a rectangle given its measurements.

Science Assessment Results:

When analyzing fall to spring National Percentile Rankings (NPR) for grades 2-7 in Science, the following NPR percentages were determined:

In the district wide standardized Scantron Performance Series Science assessment for 2nd graders, second grade students scored 79% National Percentile Ranking (NPR) in the fall of 2014, and the 2nd graders scored a 81% NPR ranking in the spring of 2015.

In the district wide standardized Scantron Performance Series Science assessment for 3rd graders, 3rd grade students scored 58% National Percentile Ranking (NPR) in the fall of 2014, and the 3rd graders scored a 67% NPR ranking in the spring of 2015.

In the district wide standardized Scantron Performance Series Science assessment for 4th graders, 4th grade students scored 70% National Percentile Ranking (NPR) in the fall of 2014, and the 4th graders scored a 64% NPR ranking in the spring of 2015.

In the district wide standardized Scantron Performance Series Science assessment for 5th graders, 5th grade students scored 48% National Percentile Ranking (NPR) in the fall of 2014, and the 5th graders scored a 65% NPR ranking in the spring of 2015.

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In the district wide standardized Scantron Performance Series Science assessment for 6th graders, 6th grade students scored 67% National Percentile Ranking (NPR) in the fall of 2014, and the 6th graders scored a 77% NPR ranking in the spring of 2015.

In the district wide standardized Scantron Performance Series Science assessment for 7th graders, 7th grade students scored 43% National Percentile Ranking (NPR) in the fall of 2014, and the 7th graders scored a 77% NPR ranking in the spring of 2015.

-2nd Grade Science Standards That Have Been Identified by EdPerformance As Areas of Need:

Science Process K-5.I.1.D.6 The learner will read a simple circle graph that has no numerical values.

-3rd Grade Science Standards That Have Been Identified by EdPerformance As Areas of Need:

Ecology K-5.III.5.A.1 The learner will add the missing organism to a basic, three-link food chain.

Ecology K-5.III.5.D.4 The learner will understand the basic causes of pollution as they relate to humans.

Ecology K-5.III.4.B.2 The learner will demonstrate an understanding of behavioral adaptations in animals such as migration, hibernation, or camouflage.

Ecology K-5.III.5.D.4 The learner will recognize pollution.

Living Things K-5.III.2.C.4 The learner will understand that plants make their own food.

Living Things The learner will infer basic responses of the respiratory or circulatory system.

Living Things 6-8.III.5.A.1 The learner will understand how animals use plants to survive.

Living Things K-5.III.2.D.5 The learner will associate plant parts with foods people eat.

-4th Grade Science Standards That Have Been Identified by EdPerformance As Areas of Need:

Ecology 6-8.III.4.B.2 The learner will apply an understanding of environmental factors that cause extinction.

Ecology K-5.III.5.D.4 The learner will demonstrate an understanding of how organisms can positively or negatively impact their environment.

Ecology 6-8.III.5.C.3 The learner will infer the effects of a population change on other populations, given a food web.

Ecology K-5.III.4.A.1/6-8.III.4.A.1 The learner will apply an understanding that fossils show how organisms and environments have changed and that organisms of today resemble those that have become extinct.

Ecology 9-12.III.5.B.2 The learner will understand the roles of producers, consumers, and decomposers, and how energy flows among them.

Living Things K-5.III.2.C.4 The learner will infer the effects of environmental factors on plant growth.

Living Things K-5.III.2.C.4 The learner will understand the functions and uses of soil.

Living Things 6-8.III.2.D.4 The learner will associate the digestive, respiratory, circulatory, skeletal, and nervous systems with their basic functions.

Living Things K-5.III.2.A.1/K-5.III.2.A.2 The learner will associate reptiles or amphibians with their basic characteristics.

Living Things K-5.III.2.A.1 The learner will associate insects with their characteristics.

-5th Grade Science Standards That Have Been Identified by EdPerformance As Areas of Need:

Ecology K-5.III.5.A.1 The learner will use a food web to identify competing organisms.

Ecology 6-8.III.4.B.2 The learner will demonstrate an understanding of the concept of "survival of the fittest".

Ecology The learner will demonstrate an understanding of conservation.

Ecology K-5.III.5.A.1 The learner will identify herbivores, carnivores, and omnivores in food webs.

Ecology The learner will understand the components of an ecosystem and their relationships.

Living Things K-5.III.2.C.4 The learner will understand the factors required for seed germination.

Living Things 6-8.III.2.A.1 The learner will identify warm and cold-blooded animals.

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Living Things K-5.III.2.B.3 The learner will understand the stages of metamorphosis in insects.

Living Things 6-8.III.2.D.4 The learner will identify the basic components of the body systems.

-6th Grade Science Standards That Have Been Identified by EdPerformance As Areas of Need:

Ecology K-5.III.4.B.2 The learner will demonstrate an understanding of adaptation.

Ecology The learner will identify the niche of various organisms.

Ecology 9-12.III.5.D.5 The learner will understand the carbon dioxide/oxygen cycle and its components.

Living Things 6-8.III.2.D.4 The learner will label parts of the human digestive system.

Living Things 6-8.III.3.B.2 The learner will differentiate between learned and inherited traits.

Living Things 9-12.III.1.A.2 The learner will recognize basic cell parts, including the nucleus, cell wall, cytoplasm, and cell membrane.

Living Things 6-8.III.2.C.3 The learner will demonstrate an understanding of the basic reaction that occurs during photosynthesis, not including the chemical formulas.

Living Things 9-12.III.1.A.2 The learner will associate basic cell parts (nucleus, cell membrane, cell wall, and cytoplasm) with their functions.

Living Things 6-8.III.2.B.2 The learner will infer the impact of environmental changes on the life cycle of a flowering plant, including the role of pollination in the life cycle.

-7th Grade Science Standards That Have Been Identified by EdPerformance As Areas of Need:

Ecology The learner will infer the impact of environmental changes on material cycles.

Ecology 6-8.III.5.A.1 The learner will identify symbiosis in scenarios.

Ecology 9-12.III.5.D.5 The learner will understand the nitrogen cycle and its components.

Living Things 6-8.III.2.C.3 The learner will understand how the structures of plants contribute to photosynthesis.

Living Things The learner will understand the characteristics of life, including those that occur at the cellular level.

Living Things The learner will identify cell organelles including the nucleus, cell wall, cell membrane, cytoplasm, lysosomes, nuclear membrane, mitochondria, chloroplasts and/or vacuoles.

Living Things The learner will demonstrate an understanding of plants that have a vascular system and those that do not.

Conclusions and Recommendations:

The following conclusions and recommendations were drawn from the school's student achievement data, program/process data, process data, and demographic data, there is an ongoing need for focus, alignment, and implementation of literacy across the curriculum in all grade levels accounting for common strategies to address reading and writing across the curriculum. The data also revealed the need for alignment and instructional training to increase in mathematics, as the Academy had a large increase of new students this school year. This means that the Academy must use supplemental resources in the classrooms (during school tutorial sessions with paraprofessionals, after school tutoring and summer school) to re-teach concepts to students.

There is also a need for the planning for and implementation of the following research based strategies: Multiple Intelligences, Differentiation, Rigor/Relevance Framework, in which all teachers will use to teach grade level content in a rigorous manner to all Academy students.

Student achievement data analysis identified the need for appropriate differentiated instruction of academic content with identified instructional expectations and procedures for all students, particularly for newly enrolled students and English Language Learners. Data also demonstrates a need for research-based interventions matched to students' targeted deficit area(s) by providing small group instruction through the RTI/MTSS process, through the implementation of additional supplemental materials in mathematics, reading and science provided through Title I and Title II grant funding. A few of these resources include items such as:

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Title I Resources for Literacy Across the Curriculum-

Raz Kids yearly subscription for K-3rd Grades

Studies Weekly for K-6th Grades to supplement literacy and Social Studies

Curriculum Associates resources (reading comprehension) for K-8th Grades

Think Stretch-Summer Resources in ELA and Math (used for remedial work over the summer) for Grades K-8th Grades

Adventure to Fitness for Grades K-5 will be used to promote health, fitness, kinesthetic learning through literacy and songs.

Various hands on comprehension, vocabulary, literacy games purchased through Lakeshore Learning

Title II Resources and Professional Developments for Literacy Across the Curriculum and STEM:

Professional Development opportunities through Institute for Educational Excellence focusing on mathematics.

PDs Opportunities for staff enrichment and training at local ISD's such as Macomb Intermediate School District, Oakland Intermediate School District

Title I Resources for Mathematics/STEM:

Math IXL yearly subscription for K-8th Grades will be used as a supplement to the Everyday Mathematics and Connected Mathematics core curriculum program

Pearson MathXL yearly subscription for grades 6-8th grade will be used as a supplement to the Connected Math program

Curriculum Associates-STAMS (mathematical computation, problem solving, word problems) resources for K-8th Grades to use in correlation with core curriculum (Everyday Math Program for K-5 and Connected Math for 6-8th grades)

The data analysis has revealed specific needs related to teacher quality and Professional Development, primarily for beginning teachers. Student achievement data and program data has shown a need for training on the English Language Learner strategies, as well as strategies on best practice instruction. Process data has identified an ongoing need for professional development on the District's Response to Intervention Plan regarding research based tiered interventions and a need for professional learning communities to implement and provide supplemental mentoring and coaching to instructional staff in the areas of SIOP, Bloom's Taxonomy, Marzano's instructional strategies, STEM strategies and literacy strategies. Program data has identified a need to provide all teachers and paraprofessionals with School Improvement Plan training as well as training on research-based strategies aligned to our Professional Development Plan and staff individual professional development needs. There is a need to update Professional Development Plans to address student needs and high priority gaps based on student achievement data in reading, writing, listening, mathematics and science. Based on student achievement data there is an ongoing need to prioritize effective planning to inform instruction, with ongoing monitoring of students' progress and mastery of grade level content, primarily for RTI/At-Risk students. The Academy plans on using Title II funding to help support these professional development opportunities for teachers, ensuring that teachers are getting the training and guidance that is needed, as aligned to student achievement data results.

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Title II resources for Teacher/Staff Professional Development:

PDs Opportunities for staff enrichment and training at local ISD's such as Macomb Intermediate School District, Oakland Intermediate School District

Perception data and demographic data have indicated a need to communicate with families about school programs through effective school to home and home to school communications. The demographic data shows a need to assist parents and families with understanding development and setting home conditions that support children as students at each age and grade level. In order to ensure that professional development opportunities are available for parents, the Academy has decided to spend Title IA 331 funding on purchasing research based resources through the Parent Institute in hopes of giving parents more information on supporting their child's education. Perception data identified an ongoing need to recruit, train and schedule parent volunteers to support students and school programs. The demographic data and achievement data also supports the need to involve families with their children in at home learning opportunities, including homework and other curriculum related activities and decisions. The perception data identified an ongoing need to include families and participants in school decisions and advocacy through parent organizations. The perception data also revealed the need to coordinate community resources and services for students, families and the school with businesses, agencies and other groups to provide services to the community.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

The strategies and activities support the trends seen in student achievement, program/process, perception and demographic data. The school will address all four content areas. In addition to specific science and social studies strategies and activities, these content areas will also be addressed through reading, writing and math strategies/activities.

Alignment to Goals

Reading: All students at Noor International Academy will increase their proficiency in reading.

Priority areas include increased vocabulary instruction (Marzano's Academic Vocabulary) as well as an increased focus on teaching elements of narrative text, informational text and providing students with strategies to analyze and comprehend informational text. Connecting learning to real life experiences will happen as much as possible in order to increase student comprehension. Regular connections will be made with prior knowledge and experiences to assist students in assimilating new knowledge they already possess. Higher order, critical thinking questions will be asked and answered daily across all levels, including Bloom's Taxonomy and Webb's Depth of Knowledge.

Student achievement data utilizing Scantron EdPerformance was taken account into consideration when these specific goals were chosen. Stakeholders analyzed the provided data and combined their professional perceptions of student needs and demographic needs. Stakeholders also discussed current processes in place and changes/improvements that could be put into place when addressing these goals. Achievement data showed that the Academy needs to focus on students with disabilities, as well as students in the bottom thirty percent, to ensure that these students are meeting the National Percentile Rankings, as well as new state released proficiency targets with the M-STEP assessment.

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By providing Explicit Systemic Instruction, Guided Reading Instruction, Reading for Meaning, Cooperative Learning, Academic Vocabulary Instruction, and Differentiated Instruction, as it can help to close the achievement gap amongst all students, and students who are furthest from proficiency targets. Since there are no identified subgroups, small group instruction will be provided by Section 31a staff, resource room staff and general budget paraprofessionals. In addition, after school and summer school programs will be offered to those students who continue to struggle and are furthest from proficiency targets.

Mathematics: All students at Noor International Academy will increase their proficiency in mathematics.

Priority areas which have been established in achieving mathematics proficiency, stem from areas of algebraic thinking, numbers operation, problem solving and applying real world concepts in mathematics, per the Common Core Standards. By providing Explicit Systemic Instruction, real world application, Cooperative Learning, Academic Vocabulary instruction, Differentiated Instruction, the Focused Instructional Math Model (FIM) and Technology Integration it can help to close the achievement gap amongst all students, and students who are furthest from proficiency targets. Since there are no identified subgroups, small group instruction will be provided by Section 31a staff, resource room staff and general budget paraprofessionals. In addition, after school and summer school programs will be offered to those students who continue to struggle and are furthest from proficiency targets.

Science: All students at Noor International Academy will increase their proficiency in science.

Priority areas which have been established in achieving science proficiency, by providing Explicit Systemic Instruction, hands on learning, Cooperative Learning and Academic Vocabulary instruction, Inquiry Based Unit Planning, it can help to close the achievement gap amongst all students, and students who are furthest from proficiency targets. Since there are no identified subgroups, small group instruction will be provided by Section 31a staff, resource room staff and general budget paraprofessionals. In addition, after school and summer school programs will be offered to those students who continue to struggle and are furthest from proficiency targets.

Social Studies: All students at Noor International Academy will increase their proficiency in social studies.

Priority areas which have been established in achieving social studies proficiency, by providing Explicit Systemic Instruction, Guided Reading Instruction, Cooperative Learning, Academic Vocabulary instruction, Close and Critical Reading Strategies, Concept Maps, Thematic Planning, it can help to close the achievement gap amongst all students, and students who are furthest from proficiency targets. Since there are no identified subgroups, small group instruction will be provided by Section 31a staff, resource room staff and general budget paraprofessionals. In addition, after school and summer school programs will be offered to those students who continue to struggle and are furthest from proficiency targets.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

The following goals address the needs of the whole school population and pays special recognition to meeting the needs of children who are disadvantaged all of the goals target all students, regardless of economic standing or proficiency target areas. The Gradual Release of Responsible Model for Tier I Instruction will be incorporated. The following strategies will be focused on:

Reading:

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Explicit Systematic Instruction
Cooperative Learning
Guided Instruction
Academic Vocabulary Instruction
Thematic Planning
Outside Professional Development Opportunities for staff
Gradual Release of Responsibility Model

Intervention Strategies:

Tier II-Differentiating through Small Group Instruction. Increased instructional time through after school tutoring and summer school tutoring, provided by classroom teachers. Monitoring of student progress through weekly/bi-weekly progress monitoring assessments (CBM's).

Tier III- Differentiating through Small Group Instruction. Increased instructional time through after school tutoring and summer school tutoring, provided by classroom teachers. Monitoring of student progress through weekly/bi-weekly progress monitoring assessments (CBM's).

Mathematics:

Explicit Systematic Instruction
Cooperative Learning
Guided Instruction
Academic Vocabulary Instruction
Inquiry Based Learning
Outside Professional Development Opportunities for teachers
Gradual Release of Responsibility Model

Intervention Strategies:

Tier II-Differentiating through Small Group Instruction. Increased instructional time through after school tutoring and summer school tutoring, provided by classroom teachers. Monitoring of student progress through weekly/bi-weekly progress monitoring assessments.

Tier III- Differentiating through Small Group Instruction. Increased instructional time through after school tutoring and summer school tutoring, provided by classroom teachers. Monitoring of student progress through weekly/bi-weekly progress monitoring assessments.

Science:

Explicit Systematic Instruction
Cooperative Learning
Guided Instruction
Academic Vocabulary Instruction
Inquiry Based Learning
Gradual Release of Responsibility Model

Intervention Strategies:

Tier II-Differentiating through Small Group Instruction. Increased instructional time through after school tutoring and summer school tutoring,

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provided by classroom teachers. Monitoring of student progress through weekly/bi-weekly progress monitoring assessments.

Tier III- Differentiating through Small Group Instruction. Increased instructional time through after school tutoring and summer school tutoring, provided by classroom teachers. Monitoring of student progress through weekly/bi-weekly progress monitoring assessments.

Social Studies:

Explicit Systematic Instruction

Cooperative Learning

Guided Instruction

Academic Vocabulary Instruction

Thematic Planning

Concept Maps

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Intervention Strategies:

Tier II-Differentiating through Small Group Instruction. Increased instructional time through after school tutoring and summer school tutoring, provided by classroom teachers. Monitoring of student progress through weekly/bi-weekly progress monitoring assessments.

Tier III- Differentiating through Small Group Instruction. Increased instructional time through after school tutoring and summer school tutoring, provided by classroom teachers. Monitoring of student progress through weekly/bi-weekly progress monitoring assessments.

Attendance:

Recognize good and improved attendance.

Engage students and parents.

Monitor attendance data.

Parent Engagement:

Create a welcoming and inviting school climate.

Establish effective school to home and home to school communication.

Support parent's knowledge and skills to help extend children's at home and community learning.

Provide leadership, decision making and volunteer opportunities.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

The strategies in the school-wide plan that focus on helping all students reach the State's standards are scientifically research based, and focus on ensuring students reach appropriate proficiency levels on State's standards. They are used to provide supplemental programs, services, and interventions to students that are identified of need of additional supports by the District's Response to Intervention (Rtl) process. Mentors, instructional administrators, and the Director of Staff Mentoring and Coaching are all responsible and collaborate to train teachers on the effective implementation of all strategies within the school-wide plan. Implementation of all strategies is well monitored through weekly collaboration sessions with teachers as led by instructional administrators to review unit and instructional planning and through the use of the McREL Power Walkthrough observation tool. Teachers receive specific feedback pertaining to the effectiveness of the implementation, and specific ways to ensure continuous improvements.

Noor International Academy staff will implement and use the following strategies for ALL students to be successful in the following content areas:

Reading/Writing:

Differentiating through small group instruction in centers based teaching in Literacy Across the Curriculum grouping students in a small group to receive additional intensive instruction when a Section 31a grant funded paraprofessional is in the classroom, guided reading groups (grouped by Scantron ELA/reading data and DRA/QRI reading assessments) collaborating with the Resource Room teacher to get additional differentiation and instructional strategies, incorporation of SIOP based strategies into the classroom, one on one peer tutoring opportunities, online technology tools such as MyOn Reading, Study Ladder, sensory rich resources, technology resources such as laptops to implement technology into the classroom to promote project based learning, hands on resources, graphic organizers, writing skeletons, science experiments, integration of Marzano's Academic Vocabulary to promote vocabulary within the content areas, classroom resources purchased through Title I-Targeted Assistance funding such as Sadlier Oxford grammar, phonics and writing resources, Curriculum Associates reading strategies, and the Write Steps writing program for K-5.

Math:

Differentiating through small group instruction in centers based teaching in mathematics, grouping students in a small group to receive a double dose of instruction when a Section 31a grant funded paraprofessional is in the classroom, guided math groups (grouped by Scantron Math data and classroom summative data) collaborating with the Resource Room teacher to get additional differentiation and instructional strategies, incorporation of SIOP based strategies into the classroom, one on one peer tutoring opportunities, online technology tools such as Math IXL for K-7 and Dreambox Mathematics for the after school Achievement Campers program and summer school program, sensory rich resources, technology resources such as laptops to implement technology into the classroom to promote project based learning, hands on resources, integration of Marzano's Academic Vocabulary to promote vocabulary within the content areas, classroom resources purchased through Title I-Targeted Assistance funding such as Curriculum Associates STAMS mathematics strategies resources.

Science:

Differentiating through small group instruction in centers based teaching in science, grouping students in a small group to receive a double
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dose of instruction when a Section 31a grant funded paraprofessional is in the classroom, science centers (grouped by Scantron science data for 2-7th grades and classroom summative data for K-7) collaborating with the Resource Room teacher to get additional differentiation and instructional strategies, incorporation of SIOP based strategies into the classroom, one on one peer tutoring opportunities, online technology tools such as Math IXL for K-7, Study Ladder, sensory rich resources, technology resources such as laptops to implement technology into the classroom to promote project based learning, hands on resources, graphic organizers, writing skeletons, science experiments, integration of Marzano's Academic Vocabulary to promote vocabulary within the content areas, classroom resources purchased through Title I-Targeted Assistance funding such as microscopes and educational games.

Social Studies:

Differentiating through small group instruction in centers based teaching in Literacy Across the Curriculum by grouping students in a small group to receive a double dose of instruction when a Section 31a grant funded paraprofessional is in the classroom, collaborating with the Resource Room teacher to get additional differentiation and instructional strategies, incorporation of SIOP based strategies into the classroom, one on one peer tutoring opportunities, online technology tools such as MyOn Reading, sensory rich resources, technology resources such as laptops to implement technology into the classroom to promote project based learning, hands on resources, graphic organizers, writing skeletons, science experiments, integration of Marzano's Academic Vocabulary to promote vocabulary within the content areas, classroom resources purchased through Title I-Targeted Assistance funding such as Sadlier Oxford grammar, phonics and writing resources, Curriculum Associates reading strategies, and the Write Steps writing program for K-5.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

The research-based methods and strategies in the school-wide plan are designed to increase the quality and quantity of instruction. The Academy has adopted a strategic approach to implement, monitor, and evaluate reform strategies with fidelity to ensure all strategies are effective in improving instructional quality as aligned to the goal of closing identified achievement gaps. The Academy has adopted scientifically research-based strategies which are aimed to target instructional methods across all subjects and grade levels. The strategies itemized in the prior response address different aspects of the instructional process including: the importance of a Professional Learning Community, the effectiveness of differentiated instruction, addressing the learner's multiple intelligences, and ensuring a shared accountability amongst all stakeholders in the best interest of the whole child. However, it is the Response to Intervention/Multi-Tiered System of Supports model which is implemented with fidelity and the Sheltered Instructional Observation Protocol (SIOP) strategies that specifically address the needs of our target populations.

The staff at Noor International Academy will utilize a variety of research based methods and strategies to meet the needs of all students. Below is a list of the research based methods and strategies that will increase quality and quantity of instruction:

STRATEGIES THAT WILL INCREASE THE QUALITY OF INSTRUCTION:

Tier I Strategies for all Content Areas:

Differentiation for all students will take place by classroom teachers utilizing various strategies to reach all students, such as:

- Explicit teaching
- Integration of technology

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- Reading for meaning strategies
- Cooperative learning
- Guided reading
- Progress monitoring using AIMSWEB for reading and mathematics
- Inquiry based learning in science and mathematics
- Professional Development sessions for staff with a clear focus on data analysis and instructional strategies

Administrators and teachers will work closely analyzing student data as it becomes available from the M-STEP, WIDA, NWEA, AIMSWEB CBM and classroom data to identify key areas that need to be focused on to better target instruction for struggling learners. Instructional strategies will then be implemented by classroom teachers.

Tier II and Tier III Strategies for all Content Areas:

Differentiation for all students will take place by classroom teachers utilizing various strategies to reach all students such as:

- After School Tutoring
- During School Tutoring provided by a paraprofessional in a small group or one on one setting
- Explicit teaching
- Integration of technology
- Reading for meaning strategies
- Cooperative learning
- Guided reading
- Progress monitoring using AIMSWEB for reading and mathematics
- Inquiry based learning in science and mathematics
- Professional Development sessions for staff with a clear focus on data analysis and instructional strategies

STRATEGIES THAT WILL INCREASE THE QUANTITY OF INSTRUCTION:

Tier II and Tier III Strategies for all Content Areas:

Differentiation for students in Tier II of the RTI/MTSS progress will include the following strategies:

- Small group instruction offered by a highly qualified paraprofessional
- After school tutoring
- Summer school tutoring

With the implementation of the above noted programs, there are clear expectations with research based best practices to support teachers with curriculum alignment, and address the instruction of the various content areas. Each program has specific expectations with daily instructional time and outlined scope and sequence for the school year. Such resources positively impact the planning and instruction of curriculum to maximize student performance and attainment of grade level expectations and Common Core standards. At the elementary level, teachers' schedules reflect the integration of Literacy Across the Curriculum (LAC) and Science, Technology, Engineering and Mathematics (STEM) to support the implementation of the program(s) with fidelity and alignment to the research that supports the program. Ongoing review of student achievement and data results will be used to continuously address student proficiency of curriculum expectations. As students demonstrate proficiency, instructional adjustments are made to ensure that high expectations maintained, and when necessary are raised, and that all students are effectively challenged.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

Below are the groupings of strategies the Academy used in redesigning its programs and re-aligning services to further meet the school improvement goals. The specific researched strategies are itemized below and further described in the latter sections.

*Supporting the Professional Learning Community Process (DuFour, Marzano 2011), Principal's Role in Leading PLC (DuFour, Marzano 2011), Creating Collaborative Culture of a PLC (DuFour, Marzano), Effective Leadership (DuFour, Marzano 2011), Rigor COMPASS Model (Williamson, Blackburn 2010)

*Differentiation: Learning Contracts (Tomlinson 1999), Responding When Kids Don't Learn (DuFour, Marzano 2011), Rigor COMPASS Model: Shared Accountability (Williamson, Blackburn 2010), Parental Involvement (Epstein, Sanders, Simon, Salinas, Jansorn, Boorhis 2002)

*Multiple Intelligences (Nicholson-Nelson 1998), Differentiation (Tomlinson 1999), HOTS (Brookhart 2010), Rigor/Relevance Framework (Nussbaum, Daggett 2008), Relationships/Brain Research (Nussbaum, Daggett 2008), John Hattie Strategies (Marzano 2003)

*The strategy of Multiple Intelligences (Nicholson-Nelson 1998) is implemented by the Academy's staff using its different facets to address best practice instructional strategies including small-group instruction, independent projects used to individualize learning, teaching literacy skills, active learning, and various assessment strategies administered to evaluate students' proficiency on the State's standards.

*The Academy has also adopted the strategy of differentiation (Tomlinson 1999) to ensure instruction is tailored to meet individual student needs. The Academy's instructional administrators collaborate to train teachers on the appropriate methods to differentiate content, process, products, and the learning environment to ensure creating the best learning experience possible for all students. Teachers implement various differentiated strategies including the use of stations and centers based instruction.

*The Academy follows the Rigor/Relevance Framework (Nussbaum, Daggett 2008) which is based on the two dimensions of higher standards and student achievement. This framework provides the Academy staff with the guidance needed to align all programs and services with the level of rigor and expectations anticipated on the upcoming national assessment. The framework is composed on two continuums, Knowledge and Application Model with four quadrants embedded. The quadrants include acquisition, application, assimilation, and adaptation. The Academy continues to utilize the framework in the development of curriculum and assessment considering that it offers as follows:

The Academy also offers a common language with which to express the notion of a more rigorous and relevant curriculum.

*Professional learning communities will be implemented to provide supplemental mentoring and coaching to instructional staff. The Academy will further foster collaborative learning among teachers and other staff members within a culture of continuous school improvement focused on students' best interest and academic achievement. The Principal will play a vital role in scheduling and planning for collaborative learning opportunities (DuFour, Marzano 2011) to ensure creating the community feeling and empowerment among staff. This will be done through scheduling shared/common planning time, grade level collaboration, departmental collaboration, and opportunities for small action research led by staff.

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*The School Parent Involvement Plan (PIP) will be better implemented to engage and inform families and community in the instructional process. The Academy's PIP is based on the Epstein Model (Epstein, Sanders, Simon, Salinas, Jansorn, Boorhis 2002). The model is composed of six components including parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community.

Parenting: The Academy provides parents with ample resources from the Parent Institute in the form of flyers. Additional training on parenting skills is offered through workshops, individualized meetings, and special trainings organized by the Family Engagement Liaisons.

Communicating: The Academy utilizes different forms of communication methods to ensure parents are informed about the school programs and child's progress. This is done through progress reports which are sent every four to six weeks in compliance with the District's Response to Intervention (Rtl) plan, parent teacher conferences, parent curriculum and assessment night, parent memos, parent emails, newsletters, class websites, workshops, and surveys. All written communication is also translated before it is shared with parents.

Volunteering: The Academy provides parents the opportunity to volunteer at the classroom and school-wide levels. Parents usually volunteer by supporting student performances, classroom activities, sports events, and attend workshops and trainings for their own learning and education.

Learning at Home: The Academy's staff provides parents with feedback and training on providing home support to their children. This is done through feedback communicated during parent teacher conferences or during individualized meetings/conferences designed to target needs of a particular student as part of the Rtl process. The Family Engagement Liaisons also coordinate workshops designated to train parents on best practice strategies with helping children with their homework and with preparing for assessments.

Decision-making: Through participation in the parent teacher council and serving on the school improvement committees, parents have the opportunity to participate in the school-wide decision-making process. Parents' feedback is also taken into account as parent surveys are administered annually to gather their input, and further reflect on needed school improvement per areas identified in the comprehensive needs assessment.

The strategy of Higher Order Thinking Skills known as HOTS (Brookhart 2010) is the foundation of the Academy's instructional program in which students are trained on the use of HOTS through rigorous, student-led, project-based, and standards/criteria referenced instruction and assessments. Through the use of higher order thinking skills as reflected in unit objectives, instructional plans, and assessments, teachers train and assess students on proficiency levels as related to analysis, evaluation, creation, use of logic and reasoning, judgment, problem solving, creativity, and creative thinking.

* The Rigor COMPASS Model (Williamson, Blackburn 2010) was adopted by the Academy to provide students with a rigorous and challenging academic experience appropriate for students' post-secondary success. The COMPASS model stands for creating a positive and supportive school culture, ownership and shared vision, managing data, professional development, advocacy, shared accountability, and structure to support success. These are fundamental elements deemed as necessary for any school leader to implement within the school community to ensure having a true rigorous environment that positively impacts student achievement. Through the adoption of a balanced standards-based and criteria-referenced assessment policy, the Academy has further increased the level of rigor in its instructional, assessment, and program expectations ensuring alignment of the curriculum to the career and college readiness standards.

*Noor International Academy believes in the importance of a holistic curriculum that integrates the Arts, career and technical education, physical education and sports in addition to the core curricular subjects. Through implementing the strategy of relationships/brain research (Nussbaum, Dagget 2008), the Academy has developed rigorous art and physical education programs providing them the opportunity to

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develop emotional intelligence, motivation, concentration, confidence and teamwork skills needed to improve their academic achievement.

The Academy has also integrated the career and technical education standards across the curriculum to ensure students are prepared with the necessary 21st century skills.

The Academy continues to follow a professional development plan to ensure all staff members are well trained on the above listed strategies for an effective implementation across all programs. Instructional administrators and school improvement teams continue to monitor and evaluate the effectiveness, and address action items as needed.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

In order to provide the students who need the most instructional support, the Academy implements with fidelity a Response to Intervention (RtI)/Multi-Tier System of Supports to provide timely and effective assistance to students who are experiencing difficulty mastering the State's academic achievement standards. The RTI/MTSS plan is updated annually to further refine the process for identifying students, provide appropriate services, and to ensure implementation of interventions with fidelity. All students receive Tier I interventions and students who do not show adequate progress to Tier I interventions after 4-6 weeks may require more intense academic intervention. These students are then provided Tier II interventions as specified in the RTI/MTSS Plan. Students receiving Tier II services receive the Tier I interventions as well as:

- Small group (4-6) targeted instruction for a minimum of 30 minutes, three to five times a week
- Use of additional supplemental technology resources
- During school Tutorial program
- After school Tutorial program
- Summer School Tutorial program
- Differentiated instruction/assignments
- Goal Setting/ Check-in and out process
- Targeted Learning Objectives aligned to state standards

Tier II students are enrolled in tutorial programs during school and strongly encouraged to enroll in after school tutoring as well as summer school programs. The RtI Coordinator and the teacher(s) meet to identify specific and measurable goals based on a variety of data sources to determine applicable tiered interventions to further support targeted instruction. After the six week intervention time frame, the RtI team reviews data to determine the student's lateral movement within the tiers, as needed. If the student is not showing significant progress toward the identified goals with Tier II interventions, the team will determine if movement to Tier III is recommended.

Students recommended to receive Tier III interventions are discussed in a collaborative meeting including the grade level teacher(s), interventionists, applicable department coordinators, and parents as needed. Parents are invited to attend these meetings in order to involve them in the learning support process and to help ensure that parents are knowledgeable and aware of specific learning strategies that can be employed at home. Tier III interventions are characterized by increased frequency, duration and intensity of the research-based interventions such as:

- Individualized/small group (1-3) targeted instruction for a minimum of 30 minutes, three to five times a week

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- Increased use of additional supplemental technology devices/resources
- During school tutorial program
- After school tutorial program
- Summer school tutorial program
- Differentiated instruction/assignments

5. Describe how the school determines if these needs of students are being met.

The Academy ensures the needs of students are being met through ongoing and sustained review of the various data sources that are included in the Comprehensive Needs Assessment (CNA). The analysis of both external norm referenced student achievement data, criterion referenced state assessments, as local formative and summative assessments are used monitor to progress of individual students and to ensure needs are met.

Specifically, following is a list standardized assessments that has been used in the past and the measurable objectives that are set for all students. In the case of Tier II and Tier III students, individual targets are set based on the performance and needs of the student.

- Michigan Student Test of Educational Progress (M-STEP) with review of Michigan Education Assessment Program (MEAP) trend data; Minimum target = state average, goal - 85% proficiency
- Scantron EdPerformance Series assessment; minimum target - grade level mean, goal - annual growth targets set by charter authorizer
- World Class Instructional Design Assessment (WIDA) - English language proficiency at the "Bridging or Reaching" level

Formative and summative local assessments aligning with the expectations of the state mandated assessments and locally required standardized tests are used on an ongoing basis to monitor student progress and assure students' needs are being met. In the past, reports available through Gradebook and PowerSchool have been used by teachers and the Principal to both identify and students struggling on local assessments, and to monitor students' progress while receiving Tier II and Tier III interventions. Moving forward, as identified in the 2015-16 Single Building District Improvement Plan, the Illuminate Data and Assessment tool combined with the AimsWeb progress monitoring assessment will be used to more closely monitor students in the target populations to ensure their needs are being met. These new data sources will be used by all stakeholders to help determine whether these students are being met by the Academy.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	Yes, all of the instructional paraprofessionals meet the No Child Left Behind (NCLB) requirements.	

Label	Assurance	Response	Comment	Attachment
	<p>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	Yes, all of the teachers meet the NCLB requirements for highly qualified. Noor International Academy's teachers receive High-Quality Professional Development annually. Core Academic subject teachers with less than 3 years teaching experience, are assigned a mentor and provided a minimum of 30 hours of professional development in addition to the minimum standard 30 hours each year for three years. All teachers are assigned to teach a grade levels and subjects for which the teacher holds proper Michigan certification and for which the teacher has been deemed Highly Qualified.	NIA-H - HQ Assurances 2014-15-Signed

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

The Academy's turnover rate of school teachers during the year 2014-2015 school year was as follows:

23.1% Turnover Rate

76.9% Retention Rate

2. What is the experience level of key teaching and learning personnel?

The level of experience for Academy teachers during the 2014-2015 school year is as follows: 14 teachers total

TOTAL 14 Teachers 100.00%

0-3 Years 12 Teachers 85.71%

4-8 Years 2 Teachers 14.29%

9-15+ Years 0 Teachers 0.00%

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

The school has implemented various initiatives to attract and retain highly quality teachers regardless of the turnover rate. The initiatives include reinforcing effort and providing staff recognition through emails, shout-outs, appreciation boards, National Teacher Appreciation Week, daily treats, and Educator of the Month recognition. The Academy also holds annual staff recognition assemblies to identify and celebrate educators that go above and beyond the call of duty. The school also utilizes the School Improvement Team and other committee activities to identify areas of School Improvements based on data/need to continually support the Professional Learning Community. Surveys are sent out to teachers, students and parents annually to provide feedback on program quality to make yearly amendments based on stakeholder feedback.

designated times for mentoring, collaboration and professional development opportunities. The school has partnered with multiple universities to increase the presence and attractiveness for students to complete their student teaching experience at the academy and potentially join the school after receiving appropriate certifications. Educators also have the opportunity to participate in a comprehensive compensation package which includes competitive wages, medical insurance, dental insurance, vision insurance, short term disability, long term disability, life insurance, and tuition reimbursement, 401K matching, and paid time off.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

The district has implemented specific initiatives to attract and retain highly qualified teachers regardless of the turnover rate. Recruiting occurs at a variety of different levels in the mass media including utilizing a variety of different job boards such as: ZipRecruiter, Teachers-Teachers, MAPSA, LinkedIn, Indeed, K12 Job Spot, K12 Jobs, Monster, University Hosted Job Boards (Michigan Based), CareerBuilder GlassDoor.

Additionally the district attends and recruits highly qualified teachers extensively all over the State of Michigan by attending education job fairs at the following universities/organizations: Western Michigan University, Michigan State University, Central Michigan University, Eastern Michigan University, University of Michigan-Ann Arbor, University of Michigan-Dearborn, University of Michigan-Flint, Wayne State University, Saginaw Valley State University, Calvin College, Grand Valley State University, Aquinas College, Hope College, Cornerstone University, We Teacher Charter Schools and Teach for America.

To attract and retain highly qualified teachers the district promotes and sponsors staff recognition events which are held to recognize educators that go above and beyond the call of duty. Furthermore the district utilizes stakeholder feedback survey's which are used to make program improvements by utilizing staff perception data. Educators have access to supplemental resources and technology, district-wide, to facilitate their teaching practices. District-wide team-building activities as well as an open door policy are in place to enforce and support a positive culture and the retention of staff. The district calendar has half days scheduled on Fridays for PD days beyond those required by sections 1526 & 1527 of Michigan School Code. Teachers are also provided PD activities aligned to their individual growth plans and SIP needs before, during and after school. Teachers are offered additional PD opportunities at local educational agencies, ISDs, Universities, professional organizations in which a substitute is provided. Major area's include Understanding Assessment Results, Improving Teaching and Learning Techniques, Curriculum Alignment, Technology Integration and Supplemental & Support Training.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

The Academy has implemented initiatives to lower the turnover rate of highly qualified teachers including, but not limited to, the Staff Tuition Incentive Program (STIP), Professional Development sessions, merit pay, and the opportunity to voice issues online through the My Input Matters (MiM) survey. Furthermore, all staff members have the opportunity to serve on School Improvement Teams, thus teachers are empowered to take part in the decision-making process impacting school-wide programs, services, and policies. Additionally the school conducts exit surveys to make program improvements and increase the likelihood that highly qualified candidates will stay with the school.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

Noor International Academy's staff members receive several different types of professional development opportunities in alignment with the comprehensive needs assessments and the goals of the school improvement plan. Those opportunities are outlined in the Academy's Professional Development Plan and are determined based on student achievement results, stakeholder feedback, staff performance indicator needs and utilizing the School Improvement Framework standards in addition to McREL High Performing School Standards.

Noor International Academy's Comprehensive Needs Assessment indicated that all core content areas are in need of focus for professional learning, however more emphasis needs to be placed on English Language Arts and Mathematics, per 2013-2014 school wide MEAP data and 2014-2015 fall Scantron data.

These areas are summarized below according to the Academy's Rtl Plan that is aligned to MDE's Plan:

- *How to Implement Effective Instruction for All Learners
- *How to Intervene Early
- *How to Provide Multi-Tiered Model of Instruction and Intervention
- *How to Utilize a Collaborative Problem Solving Model
- *How to Assure a Research-Based Core Curriculum
- *How to Implement Research/Evidence-Based, Scientifically Validated, Instruction/Interventions
- *How to Monitor Student Progress to Inform Instruction
- *How to Use Data to Make Instructional Decisions
- *How to Use Assessments for Universal Screening, Diagnostics & Progress Monitoring
- *How to Implement with Fidelity
- *How to Engage Parents & Community

Noor International Academy has been working hard on implementing a Professional Learning Communities (PLC's), through the Beginning Teacher Mentor Program and vertical grade level teams, as the Academy currently only has one section of each grade level. PLC meetings are structured around analyzing student data, learning about best practice instructional strategies, assessments, evaluating current classroom formative and summative assessments, learning about new instructional strategies that can be implemented into the classroom to increase student achievement such as constructed response, SIOP strategies, differentiation, real world application, Bloom's Taxonomy, Marzano's Academic Vocabulary, inquiry based instruction, cooperative groups, centers based learning, project based assessments.

2. Describe how this professional learning is "sustained and ongoing."

Staff receive ongoing and sustained professional development that is aligned with the Comprehensive Needs Assessment and with the Academy's Professional Development Plan.

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Staff participate in activities at the start of the school year during teacher orientation and mentoring/coaching support is ongoing throughout the school year, provided by qualified and assigned teacher mentors with 3+ years of experience. The Academy also provides half-day Fridays that are dedicated to mentoring/coaching and school improvement activities. Utilizing the McREL teacher evaluation system, the administrative team is able to provide professional development that is continuously moving forward as needs are reassessed at least bi-annually through formal observations and ongoing throughout the year by walkthroughs. Ongoing PD is sustained throughout the year by support from instructional administration, Central Office specialists and peer mentors/coaches in addition to experts during conferences and workshops either at school or off-site.

Staff that participate and attend outside conferences and workshops, are encouraged to review new instructional strategies with other interested staff members through the program in place, "Teachers Leading Teachers."

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		Title Funded PD Professional Development Plan-15-16

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Parents were involved in the design of the school-wide plan through their participation in the School Improvement Family Engagement and Family Activities and Assistance (FAA) subcommittee which was composed of administrators, teachers, students, and parents. Parents were also involved through their attendance in monthly Parent Teacher Committee (PTC) meetings. Meetings were held on a monthly basis through which parents contributed their thoughts and ideas to the design, implementation and evaluation of the School Improvement Framework Cycle. Parental Involvement in the FAA subcommittee assisted in the design of the school wide plan through active participation in committee meetings, providing feedback on school-wide activities, collaboration with administrators, mentorship opportunities from the district wide Family Engagement Liaison to parents on policy and school plans and participation in a biannual review of the Parental Involvement policy and No Child Left Behind Parent Compact.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Parents were involved in the implementation of the school-wide plan through direct partnership and collaboration within the Noor International Academy School Improvement Plan Committee. As active participants in the school community, parents volunteered time at school-wide and classroom level events that directly correlated with the Academy's goals, action plans, and activities as outlined in the school-wide plan. Parents heavily contributed to the effective implementation of the planned activities through volunteering to work closely with the Academy's staff on planning and executing school-wide activities such as Building Healthy Communities physical fitness initiatives, the Jump Rope for Heart Fundraiser, Pennies for Patients Fundraiser, various Family Engagement Nights organized and ran by the Parent Teacher Council, and literacy night. Such events bridge the gap between home and school, which are directly aligned with Noor International Academy's School Improvement Framework. Additional implementation of the school-wide plan is reflected in parental participation in the parent professional development sessions that were designed and led by the district wide Family Engagement Liaison to focus on high priority areas to further educate parents about effective parenting skills as related to dealing with bullying, homework strategies, health and hygiene, standardized assessments, the Epstein Family Engagement model and Power School Parent Portal. Parents took away the strategies for further implement at home following the Academy's Epstein Model for parent involvement.

Consider the 10 Schoolwide Components and the role the parents COULD play in each one. In what way can parents help you to carry out the schoolwide plan?

1. Comprehensive Needs Assessment-

Parents were involved in assisting and analyzing of student school wide data when made available due to the testing schedule. The School Improvement Team met on a monthly basis to analyze student data and discuss the three year trends that were observed using Perception Data, Demographic Data, and Student Achievement Data. The School Improvement Team then developed the comprehensive needs assessment through a thorough review of this data. When developing the School Improvement Team at the beginning of the school year, the team was open to any parents that would like to attend, contribute and be a part of the decision making. Parents also continue to be a part of the Title I implementation process through parent meetings, parent professional development sessions, the fall Title I annual meeting, email blasts and Remind messages. An annual spring survey is also given to parents as part of the Stakeholder Perception Data, to better understand the Academy's strengths and areas that need to be focused on from the parent's perspective.

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2. Schoolwide Reform Strategies-

Parents were involved in assisting and analyzing of student achievement data and analyzing the effectiveness of instructional strategies within the classroom through the Stakeholder Survey. Parents had the opportunity to reflect and analyze the effectiveness of curriculum materials, resources, programs, and teacher effectiveness in the classroom. This data then helped the School Improvement Team make recommendations for the type of school wide goals and strategies that need to be focused on.

3. Highly Qualified Staff-

Parents have the opportunity to reflect and share their reflections on the staff, leadership and instructional strategies of Noor International Academy through the Stakeholder Survey data. The survey asks parents to reflect on the effectiveness of their child's teacher in the classroom, through the use of instructional strategies, materials that are utilized in the classroom, and enthusiasm towards teaching.

4. Attract and Retain Highly Qualified Staff-

The Academy works hard on retaining highly qualified staff in order for students to achieve in the classroom.

5. Professional Development-

Parents have the opportunity to participate on the School Improvement Team that designs and collaborates on creating the professional development plan for the upcoming school year. Parents also have the opportunity to help design the professional development sessions that are needed by parents for the upcoming school year.

6. Parental Involvement-

Parents have the opportunity to help create, revise and rewrite the District Wide Parental Involvement Plan on yearly basis, as part of the School Improvement process. Parents also review, discuss and evaluate the school improvement plan which includes the Title I components, the Title I programs and budgets, the NCLB Compact and the Parent/Student Handbook to determine if the needs of all stakeholders involved have been met with fidelity. Parents participate in three Parent/Teacher Conferences every school year, attend Parent Teacher Council meetings on a monthly basis, IEP meetings that address their child's needs, RTI parent meetings. Parents were involved in assisting and analyzing of student achievement data and analyzing the effectiveness of instructional strategies within the classroom through the Stakeholder Survey. The Academy has also implemented a new auto response communication tool that provides email blasts, text messages and automated phone calls to keep communication clear and all parents involved.

7. Preschool Transition-

Parents have the opportunity to help create, revise and rewrite the preschool transition strategies. Pre-school parents and the Early Childhood Specialist meet on a monthly/bi-monthly basis to discuss and share out ideas for the current school year, as well as plan activities for the current and upcoming school year.

8. Assessment Decisions-

Parents have the opportunity to help analyze and make decisions pertaining to student achievement data through the School Improvement process and individual teams. Parents also have an opportunity to discuss, evaluate their child's assessment results, as well as obtain school wide standardized assessment data through the annual fall Title I meeting, annual Parent Curriculum and Assessment Night, annual Parent Orientation, parent professional development sessions, parent/teacher meetings, and Parent/Teacher Conferences. It is during these school wide events and meetings that descriptions and explanations of the school curriculum, standards, and academic assessments that are used to measure student progress and expected proficiency levels are shared with parents.

9. Timely & Additional Assistance-

Parents have the opportunity to participate on a number of School Improvement Teams that review and make changes when necessary on

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curriculum resources, materials and programs that will be implemented at the school level. Parents are also given opportunities to be involved in the classrooms through volunteering, mentoring, chaperoning on field trips, participating and taking part on the Parent Teacher Council. The Academy also provides parents with three conferences a school year, in which translators are available if needed, to discuss student progress through progress reports, student assessment results and citizenship.

10. Coordination & Integration of Federal, State & Local Resources-

Parents have the opportunity to participate on a number of School Improvement Teams that review and make changes when necessary on curriculum resources, materials and programs that will be implemented at the school level, using federal, state and local funding sources.

11. Evaluation-

Parents provide feedback and suggestions through surveys and evaluations to determine the overall progress of implementation of the school improvement plan. Data and results from the Stakeholder Survey are used updates and support for strategies, programs and activities for the upcoming school year.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Parents were involved in the evaluation of the school-wide plan through their roles in the School Improvement Plan (SIP) committee as well as through their feedback provided in parent surveys, that are administered on a yearly basis. As active participants in the school improvement framework cycle, parents were involved in the use of the Program Evaluation Tool. Through the use of the form, the school improvement team determines whether implementation of the school-wide plan was effective and whether or not to continue or remove activities related to school improvement plan strategies/goals based on multiple years of student data. Parents had the opportunity to reflect and evaluate all components of the school-wide plan with a focus on the Academy's school-wide events such as family nights, conferences, and school-wide policies. They further provided feedback on what has worked, has not worked, what they would like to see more or less of in regards to their students' success and the school-wide plan.

The Academy also utilizes the use of surveys to further gather parental feedback and input on the school-wide plan. Surveys are completed on an annual basis, and include the No Child Left Behind (NCLB) Compact. The NCLB Compact Survey is completed online in order for the Academy to receive and access direct results. The school provides laptops for parents without computer access to complete the surveys at school if needed. This is intended to ensure that the Academy receives accurate data from all parents. The stakeholder survey is mailed home in both English and Arabic translation. The Academy communicates directly with parents who have expressed a hard time completing the survey due to language barriers, and/or who have not returned the survey. The compiling of the survey and involvement of the parents is all in part to create an accurate and valid evaluation of the school-wide plan, getting as much feedback to incorporate into the School Improvement Framework for the current year and goals for the following school year.

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Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		Parent Involvement Plan

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

The manner in which Noor International Academy carries out the activities outlined in the ESEA Section 1118 (e) 1-5, 14 and (f), is by implementing building capacity for environment and accessibility strategies and opportunities for parental involvement and collaboration between the school staff and family counterparts.

NCLB Section Ways in Which Noor International Academy Staff Accomplish these Activities

1118 (c) (1) Convene an Annual Title I Parent Meeting at a time convenient to parents to inform parents of the Title I requirements and their right to be involved An annual meeting is held which includes information for parents on:

- Each year Noor International Academy holds a Title 1 Parent Meeting in the fall to inform parents about eligibility for Title 1 and services that students will be receiving. The curriculum, student proficiency expectations and levels are also shared. Parent sign in sheets and meeting minutes are used as documentation.
- At this Title 1 meeting, the NCLB Parent Compact is shared with parents to ensure their understanding, as this NCLB Parent Compact is reviewed and shared with parents throughout the school year.
- The school Parent Involvement Plan is also shared with parents to ensure understanding.
- The meeting would be offered to all students that are eligible for Title 1 services.

1118 (c) (2) Offer flexible number of meetings at times convenient to parents and provide transportation, child care, or home visits as it relates to parent involvement Meetings are offered at times convenient for parents and if needed, transportation, child care, and home visits can be arranged:

- The annual Title 1 meeting will be offered several times, mid day and evening to ensure that all eligible students and parents can attend, child care to be provided.
- Parent Teacher Conferences are offered three times a year, on two different days (TH and F), with two different time frames. Parent Teacher Conferences are also available to parents on different pre scheduled days if needed and necessary.
- All Parent/Teacher Conferences are documented using a parent sign in sheet.
- Noor International Academy holds parent meetings, PTC meetings, parent trainings, Open House, Curriculum Night and Parent/Teacher Conferences where child care is available. The child care is provided by a member of the PTC, child care to be provided.
- Flexible IEP times for parents

1118 (c) (3) Involve parents in an ongoing and timely way in the planning, reviewing, and improvement programs under Title I, including the development of the Parent Involvement Plan and school-wide Plan

Parents are involved in the development of the school improvement plan and Title I Program development in the following ways:

- An annual evaluation of the parental Involvement Plan will be conducted with parents using the parent survey as feedback and participation on School Improvement Teams, including the FAA-Family Activities and Assistance team, is led by a parent. The school improvement teams include the Response to Intervention team, the Supplemental PD team, the Preschool Transitions team, the Safe & Secure Learning team, the School Recognitions team, the Program Fidelity team. All SIT teams contain parent members and electronic parent members. School survey data, standardized assessment data is shared with parents to ensure that decision making is data driven.

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1118 (c) (4) (A) Provide parents of Title I children timely information

Parents are provided information regarding the school programs in the following ways:

- Noor International Academy provides information on school programs that is presented at the annual Title 1 meeting, Open House, Curriculum Night and throughout the school year at various family engagement PD sessions. The school programs are also evaluated by the SIT- Program Fidelity Team to ensure that parents are involved in the decision making pertaining to the curriculum, resources and programs.
- Weekly teacher newsletters are sent home to inform parents about upcoming classroom and school wide events, assessments and assignments that pertain to the grade level curriculum.
- School wide newsletters are sent home three times a year during Parent Teacher Conferences, as well as on a need to need basis to communicate with parents.
- The NCLB Compact is shared and signed by parents, teachers and student at Parent Teacher Conferences.

1118 (c) (4) (B) Provide parents of Title I children a description and explanation of the curriculum used at the school, the forms of academic assessment used to measure progress, and the proficiency levels students are expected to meet

Parents are provided information about the school's curriculum, assessments, and proficiency level expectations in the following ways:

- Curriculum resources are shared with parents at the annual Open House and Curriculum Night, as well as at Parent Teacher Conferences. During Curriculum Night, the state and district wide assessments and proficiency levels are shared with parents.
- The National Common Core and MI State Standards are shared with parents during Curriculum Night to ensure parents are aware of grade level expectations.
- Prior to the state assessment in MEAP, grade level proficiency goals and standards are shared with parents to ensure they are aware of what is expected.
- State standardized test results and district standardized tests results are shared with parents and sent home.
- Parents are informed of student's progress by Progress Reports that are sent home every 6-8 weeks to ensure communication is clear.
- Parents can track and monitor student progress in Power School Parent Portal.
- During School Improvement Team meetings, state standardized assessment data is shared with SIT members to ensure data driven decisions are made in the best interest of the school and high priority areas are being met.

1118 (c) (4) (C) Provide parents of participating Title I students opportunities for regular meetings to formulate suggestions, to participate in decision making as it relates to their child's education, and to respond to any suggestions as soon as possible.

Parents have opportunities to share suggestions, participate in decision making, and respond to any suggestions in the following ways:

- Noor International Academy provides parents many opportunities throughout the school year to share their thoughts, ideas and to evaluate current school wide programs, curriculum, academic achievement, school leadership, teaching staff, services available to at-risk students through the use of yearly surveys that contain 55 indicators that pertain to School Improvement.
- The results of the surveys are using during School Improvement Planning to ensure that programs, services and curriculum are improving and aligned to our School Improvement Plan.
- A parent suggestion box is located in the main lobby where parents can provide suggestions for improvement and comments regarding the TA Title 1 program.

1118 (c) (5) Ensure that if the school-wide program plan is not satisfactory to parents of participating students, submit any parent comments on the plan when the school makes the plan available to the Local Education Agency If parents are not satisfied with the school improvement plan or programs, they have opportunities to make comments by:

Parents are invited to participate on School Improvement Teams to ensure that they are participating in the creation of the school wide plan. Surveys are used at the end of the school year as a way to obtain parent feedback and insight into programs, services, curriculum, and

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school wide decision making. If any parents are unsatisfied with the school-wide program plan they may bring their comments to the school Principal. Should they not be satisfied with the response of the Principal they may contact, the Family Engagement Liaison, the Director of Improvement and Accountability, or the Superintendent. If none of these staff members have satisfied the parents' concerns, they are encouraged to bring their concerns to the attention of the Board of Directors.

1118 (d) (1) Jointly, with parents, develop a compact that outlines how the entire school staff, parents, and students will share the responsibility for improved student academic achievement

The Parent/School Compact was developed...

The Parent Involvement Plan, the Parent/Student Handbook and the NCLB Compact were all created with the help of parents using the School Improvement Process, as parents serve on all teams. This ensures that all stakeholders are present and contributing to improving student academic achievement and progress.

Noor International Academy hosts monthly PTC meetings to engage and involve parents in various family engagement activities, school wide events, activities that pertain to student academic achievement. These meetings are open to all parents of NIA.

1118 (d) (2) (A) Include a schedule for Elementary Parent/Teacher Conferences, at least annually, during which the Compact will be discussed with parents as it relates to the individual child's achievement

The Parent/School Compact will be shared annually at Parent/Teacher Conferences each fall. This is an opportunity for the parents and the teacher to share ways in which they can jointly support the child's learning at home and school.

The Parent/Student Handbook is available to all parents, as it is located in the Main Office upon request.

The Parent Involvement Plan is shared with parents at the annual Title 1 meeting.

The NCLB Compact is shared with parents two times a year at Parent/Teacher Conferences, as it is discussed, reviewed and signed by all stakeholders.

1118 (d) (2) (B) Provide frequent reports to parents on their child's progress Student progress is reported to parents in several different ways at a variety of time throughout the school year including:

-Student expectations are shared at the annual Open House, Curriculum Night and at Parent/Teacher Conferences.

-Student progress is also shared by progress reports that are sent home every 6-8 weeks.

-All parents have access to Power School Parent Portal. If parents do not have internet access, technology is made available to parents.

-Parents may meet with teachers when they deem necessary, as we have an open door policy here at NIA. Parents have the flexibility to call, email or stop in their child's classroom daily.

-Progress is shared through daily student folders being sent home

-Telephone calls and emails to parents

-Progress is also shared through weekly classroom newsletters, individualized student behavior newsletters, IEP progress reports, school wide newsletters, assessment data/results that is share with parents.

1118 (d) (2) (C) Afford parents of children receiving Title I services, reasonable access to staff, opportunities to volunteer, and participate in their child's class, and observation of classroom activities. School staff ensure parents have access to communicate with them about their child's education in a variety of ways including:

-Parents are encouraged to use email, phone, or face to face contact to communicate with teachers and administration about student's progress.

-Parents are invited to attend school field trips, volunteer in the classroom, join PTC, and help plan and attend school wide events, such as Field Day, Bake Sales, Enrollment Open House, Kindergarten Graduation, breakfasts, and family engagement activities outside of school.

-Parent engagement and volunteering is documented through the use of Power School. Parents are recognized for volunteering by NIA's

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monthly parent raffles and monthly recognitions and awards by school staff and administration.

-Immediate contact between parents and teachers when concerns arise is encouraged.

1118 (e) (1) Shall provide assistance to parents served by the school in understanding the State's academic content standards, the State and Local assessments, and how to monitor their child's progress

School staff annually shares the State's content expectations with parents, the state's annual assessment (MEAP) with parents, and how to monitor their child's progress.

-The National Common Core Standards, MI grade level standards and grading policies/rubric are shared with parents at the annual Title 1 meeting, Open House and Curriculum Night, as well as at Parent/Teacher Conferences.

-Grade level MEAP proficiency expectations are shared with parents at the PD session in October prior to MEAP beginning.

-MEAP results are shared with parents and one on one meetings are scheduled if needed prior to Parent/Teacher Conferences taking place.

-Action Plans are created to target grade level high priority areas.

-State assessment data is used to identify at-risk students to receive additional services.

-Student progress reports are also sent home to parents to inform them of student progress.

-Power School Parent Portal is available and accessible to parents.

-Parent PD sessions are available for various academic strategies that will assist parents in helping their child at home.

1118 (e) (2) Shall provide materials and training to help parents work with their children at home to improve their children's achievement.

Staff will provide parents with appropriate materials and offer training in our school to enable them to support their child's academic progress.

These include:

-Parent PD sessions are available to target high priority areas such as behavior/discipline and academic.

-Parent PD sessions on curriculum materials are provided at the annual Curriculum Night on the leveled reading program, Everyday Math program, Science a Closer Look and Harcourt Mifflin Social Studies.

1118 (e) (3) Shall educate staff in the value and utility of parents' contributions. Staff shall receive guidance in ways to reach out to parents, to communicate with parents, to coordinate and implement parent involvement programs, and to build relationships between the parents and the school. On-going professional development for staff on effective ways to increase parent involvement occurs annually.

-Teacher representation on the PTC to communication is clear between parents and staff.

-Parent Feedback on surveys is used during School Improvement Planning to use to improve programs, services and resources.

1118 (e) (4) Shall coordinate and integrate parent involvement programs and activities with other programs that encourage and support parents in more fully participating in the education of their children. Coordination with other programs for parent involvement includes:

-Parent Teacher Council

-School Improvement Teams- FAA-Family Activities and Assistance team, Response to Intervention team, Supplemental PD team, Preschool Transitions team, Safe & Secure Learning team, School Recognitions team, and Program Fidelity team

-Volunteering and Co-Leading After School Clubs and Activities

-ISD-Hearing Impaired Consultant

-Outside Consultants-School psychologist, speech therapist, social worker

1118 (e) (5) Shall ensure information is shared with parents in a language and format they can understand. Information is shared with parents in a language and format they can understand. Examples include:

-Interpreters are available during Open House, Curriculum Night, Parent/Teacher Conferences and any meeting with parents, as we have fluent Arabic speaking parents.

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- Forms are modified if needed and translated into English or Arabic.
- Parent friendly language is used in the classroom, building and school wide newsletters to ensure understanding.

1118 (e) (14) Shall provide other reasonable support for parental involvement activities as parents may request Parents are provided with other reasonable support such as:

- School Improvement Teams-Ongoing parent contribution, participation and input
- End of the Year School Improvement Parent Surveys
- Various parent surveys sent throughout the school year to obtain parent feedback
- Family Engagement Nights/Activities
- Monthly PTC meetings
- Co-leading of Afterschool Clubs and Activities

1118 (f) Shall provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. Staff provide opportunities for full parent participation:

- School Improvement Teams
- Open House
- Curriculum Night
- Parent/Teacher Conferences (3x)
- Family Engagement Nights
- Field Trips
- School Wide Activities-Bake Sales, Book Fairs, Ice Cream Socials, Enrollment Open House/Fair
- Volunteering Opportunities

User Friendly:

- Materials/reports are in a parent friendly format and translated for non-English speaking parents (Arabic).
- Overall student achievement data for classroom data is posted throughout the building in the form of graphs, charts.
- Staff is available for translation when needed (P/T Conferences, teacher meetings, phone calls).
- Individualized parent meetings and conferences are available upon request. Parent Teacher Conferences are held three times a year.
- Parent Portal within Power School is available for all parents to stay connected to student grades.

Limited English:

- Materials/reports are in a parent friendly format and translated for non-English speaking parents (Arabic).
- Staff is available for translation when needed (P/T Conferences, teacher meetings, phone calls).
- Individualized parent meetings and conferences are available upon request.
- Parents are invited to attend monthly Parent Professional Development sessions, given by a native speaker of Arabic.
- Translation of standardized reports upon request are available.
- Upon enrollment, Noor International Academy staff will inquire about parental needs (i.e. parents with disabilities, homeless services, English as a Second Language, migratory, etc) and provide support as needed.

Parents with Disabilities:

- Parents with physical disabilities can gain easy access through separate handicap accessible main school entrance.
- Staff members are available for interpretation as needed.
- Individualized parent meetings and conferences are available upon request.

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Migratory/Homeless:

- Parents of homeless students are provided resources as needed through the Macomb ISD Consortium or school provided as needed.
- Materials/reports are in a parent friendly format and translated for non-English speaking parents (Arabic).
- Staff is available for translation when needed (P/T Conferences, teacher meetings, phone calls).
- Individualized parent meetings and conferences are available upon request.
- Parents are invited to attend monthly Parent Professional Development sessions, given by a native speaker of Arabic.
- Upon enrollment, Noor International Academy staff will inquire about parental needs (i.e. parents with disabilities, homeless services, English as a Second Language, migratory, etc) and provide support as needed.

As stated in Section 1118 (e) (1), the Academy staff "shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;" Noor International Academy shares The Common Core Standards, Michigan Grade Level Standards, grade level content and objectives, and the Academy's Assessment Policy with parents at the annual Title 1 meeting, Assessment and Curriculum Night, and at all Parent/Teacher Conferences throughout the school year. Grade level M-STEP proficiency expectations are also shared at the annual Title I parent orientation meeting. Further dissemination of M-STEP proficiency expectations is done during a Student and Parent Development Session in the spring prior to M-STEP testing for their grade level students. M-STEP results are mailed out to parents by the Academy's main office staff, and further one on one meetings are scheduled by administrators and teachers if needed prior to Parent/Teacher Conferences taking place.

Additional information on the District's Scantron Edperformance is shared prior to testing in the fall through translated memos that are sent home with students. During parent/teacher meetings, action plans are created to target grade level high priority areas based on students' performance on fall and spring standardized assessments. Students also set Scantron Target Goals for the school year in order to push students to the next level and make students aware of their potential. Students monitor and track their data throughout the school year and share the information with parents.

In addition to state standards and assessments, student progress reports are sent home to parents after every curriculum unit in compliance with the District's Response to Intervention (RtI) Plan for students that are in Tiers 2 and 3 of the RTI process. This allows parents to access students' grades and achievements per formative and summative data, prior to conferences, providing ample time to collaborate with teachers and school administration on the necessary targeted intervention needed for students that may be identified at risk. Also, parents are given access to Parent Portal through Power School, the student data management system, where there is easy access to students' formative and summative assessment data and daily attendance. Parents are taught how to utilize the system via a letter sent home with instructions in both English and Arabic Translation as well as one on one training facilitated by the school administration.

As stated in Section 1118 (e) (2), the Academy "shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;" Noor International Academy provides parents with training opportunities throughout the school year to work with students on achieving academic success. Such opportunities include sessions focusing on various topics such as healthy study habits, standardized assessments, literacy, curriculum, and assessments. Curriculum Night strives to provide parents with ample information and resource materials for to take home and utilize as supplemental learning strategies for their students. The Academy has also created a partnership with Michigan State University on providing parents with information cooking lessons on how best to maximize and work towards living a healthy lifestyle, as this will help students be more successful in the classroom. The Academy has also purchased parent resources through the scientifically research based Parent Institute support materials that address critical ways and strategies to improve parenting skills at home with a focus on improving student achievement.

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As stated in Section 1118 (e) (3), the Academy "shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contribution of parents, and how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;" Noor International Academy teachers and staff meet with school Principal and leaders in August before each school year. A session is dedicated to building parent relationships and collaboration efforts with families throughout the year. Examples and strategies are shared with teachers which include providing access to Parent Portal for academic achievement and partnership with parents and teachers. This allows for teachers to show parents on a daily basis how students are progressing academically. Teachers are provided with staff that can translate to parents as needed during Parent Conferences and throughout the school day while teachers are conducting phone calls and one on one meetings.

Translation of parent letters and memos is also completed through the work and collaboration of the Academy's Arabic Language Department and Main Office staff. The School Improvement Family Engagement Team is comprised of school staff and teachers who administer monthly parent professional development opportunities that bring the parents into the building for training and collaboration. Parents are encouraged to be active contributors in the Parent Teacher Committee (PTC) and school improvement committees. In addition parents are provided with Parent Feedback Surveys in which the data utilized from those surveys are incorporated into the Academy's School Improvement Plan. The Academy also ensures that at least one staff representative and administrator are involved in all Parent Teacher Committee Meetings.

As stated in Section 1118 (e) (4), the Academy "shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool youngsters, the parents as teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;" . Noor International Academy coordinates a public preschool program that has 16 students enrolled. The Academy has one parent resource center composed of pamphlets and flyers from the Parent Institute. Family Engagement professional development trainings provide parents with access to the resource center and materials such as Power Points, resources and materials from the Parent Institute.. The participation of parents in students' learning is encouraged at Parent-Teacher Conferences where teachers have parents volunteer to have lunch with their student, volunteer at the Book Fair, lead school wide activities through various fundraisers such as Bagels with Baba (dad), Muffins with Mom, Chuck E Cheese Family Engagement, Family Night at the Boys and Girls Club, Family Read In, monthly assemblies to recognize student achievement and parent volunteering. Parents also volunteer to read to their students' class as part of the March Reading Month, as well as volunteer in the classroom assisting and working with students one on one and in small group sessions in the classroom. The Academy also has parents involved in School Improvement Committees with the focus on encouraging parents to be more supportive of their children's education. Such committees include the Parent Teacher Council (PTC), Family Activities and Assistance team (FAA), Response to Intervention (RTI) team, Supplemental PD team, Preschool Transitions team, Safe & Secure Learning team, School Recognitions team, and Program Fidelity team.

As Stated in Section 1118 (e) (5) the Academy "shall ensure that information related to school and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language that parents can understand;" Noor International Academy has a large population of Arabic speaking parents, with over 53% of the student population speaking the Arabic language, therefore important school letters, memos and materials sent home, are translated by the Arabic Language Department. Resources and materials provided from the State and community vendors are also translated in Arabic when able.

The Academy ensures that at all parent conferences and teacher meetings, as well as at professional development sessions and committee meeting that an Arabic speaking staff member is available for interpretation. The interpreters assist non-Arabic speaking staff by translating to parents during Parent Curriculum and Assessment Night, Parent Teacher Conferences and Professional Development sessions if needed.

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In addition to translation of letters and materials, parent friendly language is used within the teacher letters and school-wide newsletters to ensure understanding for all parents. The Academy implements the newly created "Guidelines for Parent Outreach" that was created by the District Wide Family Engagement Liaison when communicating with parents, to best serve the school community.

As stated in Section 1118 (e) (14), the Academy "Shall provide other reasonable support for parental involvement activities under this section as parents may request;" Noor International Academy staff collect feedback based on parent surveys and vocalized recommendations from parents and integrate them into the school-wide plan. Parents have voiced recommendations and/ or opportunities of events and activities in support of student academic and social achievement, as well as parental involvement strategies, have been integrated into the school-wide plan. Parents had voiced concern about having additional fundraisers planned throughout the school year and the school administrator and Parent Teacher Council (PTC) have worked hard to plan a variety of different activities for parents and students to take part in throughout the school year. Parents continuously voice recommendations of events and trainings that they would like to see the school provide to families and students, their recommendations do not go unnoticed. Rather, they are placed on committee meeting agendas and incorporated based on the feasibility of the requests.

As Stated in Section 1118 (f), "In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand" Noor International Academy sends home school-wide letters and memos in such a manner to make sure that it is parent friendly language and able to be understood and comprehended by parents of all levels. Furthermore letters and memos are translated into the Arabic language by the Arabic Language Department, as the majority of parents at Noor International Academy are Arabic Speaking and/or with Limited English Proficiency

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

Noor International Academy has established a School Improvement Teams, that analyze and review student data as it pertains to decision making in the school. During the 2013-2014, the Academy utilized the Program Evaluation Tool that was released by MDE to analyze the Section 31a, Achievement Campers after school program. Parents were invited and asked to be a part of these meetings. During the 2014-2015 school year, the MDE released Program Evaluation Tool was also utilized to analyze the Section 31a grant funded program, in which parents were a part of the committee.

This form summarizes progress made based on data related to student performance, staff performance, and stakeholder feedback which pertain to school improvement goals. The team then determines whether implementation was effective and whether or not to continue or remove activities related to school improvement plan strategies/goals based on multiple years of data. Evaluation of the parent involvement component of the school-wide plan will follow a similar process to the one described above. The team will administer annual surveys and collect data from meeting minutes of parent professional development sessions and school-wide events.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

The manner in which Noor International Academy will utilize the results to improve the school-wide program from parent evaluations will be by creating a school committee of family engagement liaisons that will interpret the data and reorganize parental involvement strategies,

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where it is necessary. First, The Academy's family engagement liaisons will analyze the data and look for patterns and trends that show strong areas and also areas that need improvement. The Liaisons will then collaborate with key stakeholders to create and discuss strategies needed for positive changes. Finally, the liaisons and parent representatives will develop a timeline to implement the necessary changes of the school-wide program. The plan will include important action items reflective of the appropriate goals, strategies, timeline for implementation, family engagement events, and a corresponding budget in line with the federal funds allocated in the Academy's Consolidated Application.

8. Describe how the school-parent compact is developed.

Noor International Academy's school-parent compact was developed at the school level by administrative staff, along with the Family Activities and Assistance SIT team during the 2012-2013 school year. This SIT team is made up of parents, school staff and students. The compact was adopted from the No Child Left Behind (NCLB) School-Compact Action Guide, Massachusetts Department of Elementary and Secondary Education Sample, Cherry Creek School District No 5 (Englewood, CO) Compact. The FAA team meet a number of times to ensure that the plan meet all necessary and needed components, was relevant to the Academy's school community and then the compact was shared with the Academy's Central Office personnel to further review the compact to ensure thorough coverage of all guidelines and full alignment with the NCLB Act. The compact was then shared with all Academy staff for use and implementation.

The student-parent compact is then reviewed and updated on a yearly basis by the FAA team, updated and shared with school staff and parents. The school-parent compact is introduced to parents during Parent Orientation Night in August, where it is reviewed by the classroom teacher with parents, reviewed again during Parent Teacher Conference throughout the school year, that being November, February and again in May.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

Noor International Academy utilizes the parent compact at the elementary- level parent teacher conferences three times a year as a reinforcement of state and school guidelines. The school parent-compact is reviewed and signed at least biannually, once at parent orientation, held in August before the school year begins and once, at the first parent-teacher conferences, held in November each school year. The parent compact is used at the elementary-level conferences to reinforce school and state guidelines, policies, and school expectations and to remind parents of the role they play in their child's education.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

Noor International Academy utilizes the parent compact at the middle school level parent teacher conferences three times a year as a reinforcement of state and school guidelines. The school parent-compact is reviewed and signed at least biannually, once at parent orientation, held in August before the school year begins and once, at the first parent-teacher conferences, held in November each school year. The parent compact is used at the middle school level conferences to reinforce school and state guidelines, policies, and school expectations and to remind parents of the role they play in their child's education.

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Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Parental Involvement Plan 2015-2016 District NCLB Compact-R District Wide Parental Involvement Policy

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Noor International Academy provides student academic assessment results to parents in languages they understand by interpreting assessment results into parent friendly language and translated materials (when applicable) into the Arabic language for the Academy's Arabic speaking parents. The school provides student academic assessment results through progress reports, conferences and access to parent portal. Progress reports are sent home in English, and are translated to parents through phone conversations and conferences to those parents who are Arabic Speaking. The Academy has staff members that include teachers, tutorial staff, and other support staff who are available for translation during conferences, phone calls and/or meetings. The Academy utilizes translated forms where available in addition to human support with bi-lingual/multi-lingual staff members.

Staff provide opportunities for full parent participation:

- School Improvement Teams
- Open House
- Curriculum Night
- Parent/Teacher Conferences (3x)
- Family Engagement Nights
- Field Trips
- School Wide Activities-Bake Sales, Book Fairs, Ice Cream Socials, Enrollment Open House/Fair
- Volunteering Opportunities

User Friendly:

- Materials/reports are in a parent friendly format and translated for non-English speaking parents (Arabic).
- Overall student achievement data for classroom data is posted throughout the building in the form of graphs, charts.
- Staff is available for translation when needed (P/T Conferences, teacher meetings, phone calls).
- Individualized parent meetings and conferences are available upon request. Parent Teacher Conferences are held three times a year.
- Parent Portal within Power School is available for all parents to stay connected to student grades.

Limited English:

- Materials/reports are in a parent friendly format and translated for non-English speaking parents (Arabic).
- Staff is available for translation when needed (P/T Conferences, teacher meetings, phone calls).
- Individualized parent meetings and conferences are available upon request.
- Parents are invited to attend monthly Parent Professional Development sessions, given by a native speaker of Arabic.
- Translation of standardized reports upon request are available.
- Upon enrollment, Noor International Academy staff will inquire about parental needs (i.e. parents with disabilities, homeless services,

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English as a Second Language, migratory, etc) and provide support as needed.

Parents with Disabilities:

- Parents with physical disabilities can gain easy access through separate handicap accessible main school entrance.
- Staff members are available for interpretation as needed.
- Individualized parent meetings and conferences are available upon request.

Migratory/Homeless:

- Parents of homeless students are provided resources as needed through the Macomb ISD Consortium or school provided as needed.
- Materials/reports are in a parent friendly format and translated for non-English speaking parents (Arabic).
- Staff is available for translation when needed (P/T Conferences, teacher meetings, phone calls).
- Individualized parent meetings and conferences are available upon request.
- Parents are invited to attend monthly Parent Professional Development sessions, given by a native speaker of Arabic.
- Upon enrollment, Noor International Academy staff will inquire about parental needs (i.e. parents with disabilities, homeless services, English as a Second Language, migratory, etc) and provide support as needed.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

The Academy's preschool transition plan for connecting with preschool age children involves more than a once a year visitation to the kindergarten classroom. The program includes providing training to preschool parents and preschool teachers on the skills these students will need when they enter kindergarten. The activities include, but are not limited to, inviting preschool children and their parents (both existing and new students from other preschool programs) to kindergarten open house as evidenced by translated letters inviting parents to open house and sign-in sheets that are kept in the Academy's parent involvement binders.

Some activities to "reach out" and "reach back" to families beyond talking to parents once their child enters kindergarten are summarized below (both existing and new students from other preschool programs):

1. Periodic contact with families of preschoolers occurs either via telephone or face-to-face to begin sharing information about the child and their routines, and their school setting. Parents walk their children into the building and are welcomed and encouraged to stay with the students and get them started in the morning if they choose. During this time they talk with the lead and associate teachers about progress. Classroom newsletters and notes also go home on a weekly basis and phone calls are made as well when deemed necessary.

2. Periodic contact with children themselves is done by staff members to begin to develop a relationship with students prior to school entry. Before school begins, each family has a 60 minute home visit. During the initial home visit the parents are asked several open ended questions to develop a strong parent teacher partnership such as: Tell me about your child. What does your child like to do at home? What are some of the family activities that you and your child do together? Who does your child interact with both at home and outside of the home? What does your child like best about school? Parents are also invited to a Pre-k Parent Orientation where important topics are discussed and then released to the assigned Pre-k classroom where they are given additional information and children are allowed to participate in several activities and/or play in the classroom centers.

3. Kindergarten students are also scheduled for classroom visits, building tours (if different from current facility), and cafeteria tours to practice breakfast and lunch routines. As part of the transition activities, the Pre-Kindergarten students visit the Kindergarten classrooms to listen to a story, ask the current Kindergarten students questions, and then have snack together. The children rotate throughout the other five Kindergarten classrooms. In preparation for Kindergarten, Pre-Kindergarten students also go to the cafeteria to have lunch since they are only accustomed to family style meals in their Pre-Kindergarten classroom.

4. Home learning activities (Picture/Family Tree Activities, All About Me Themes, Saying Goodbye, etc.) are also administered. An example is the December homework packet which usually includes a reading log, letter practice (color the picture that starts with the letters "Ee" and "Pp" and draw a picture of what you find in your house that starts with those letters), self-help tips for parents (self-feeding, independent dressing and grooming, hygiene and toileting, and helping with daily chores like table setting and picking up toys), tip of the month (read favorite stories more than one time. Ask the child to re-tell parts of familiar stories), name writing practice, and a creative project. The creative project is creating a snowflake however the parents and child would like. Parents are encouraged to use many materials to create this project to make an original masterpiece.

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early arrival as well as late dismissal. All special events and concerts are scheduled during the school day whereby parents can stay and volunteer afterward. All parents receive weekly newsletters and phone calls as needed to communicate needs and are encouraged to interact amongst one another whether their child is in the same class or not. Parents have the opportunity to meet one another during Curriculum Night, Parent Orientation, Field Trips and other school-wide events. The children and parents also participate in the following family field trips: Apple Orchard, Northville Marquis Theatre, Pump It Up, Hands on Museum, Detroit Zoo, and the Public Library. They may also attend the following in house field trips: Academic Entertainment, Detroit Opera, LollaPalooza Puppets, Pre-Kindergarten picnic, Awards Assemblies, and Pre-Kindergarten Graduation. Parents are encouraged to attend field trips and volunteer in the classroom. This is evident through parent letters and parent sign in sheets.

6. Information Dissemination (letters, newsletters, online resources, etc.): During parent teacher conferences an individual student report is printed along with additional activities which parents are encouraged to do at do with their child(ren). Parents are also given access to the online screener Ages and Stages which also provides additional resources for parents. During the initial home visit, parents are given Creative Curriculum Learning Games 48-60 Months, and during the final home visit parents are given Math Right From the Start both by Teaching Strategies.

7. Home Visits (minimum two per year): Before school begins each family has a 60 minute home visit. During the home visit the parents are asked several open ended questions to develop a strong parent teacher partnership such as: Tell me about your child. What does your child like to do at home? What are some of the family activities that you and your child do together? Who does your child interact with both at home and outside of the home? What does your child like best about school? During this home visit the parents are given the following resource, Creative Curriculum Learning Games 48-60 Months.

Toward the end of school, a final 60 minute home visit is done and parents are asked the following questions: How is your child doing at home now that they have been in school for a while? How do you feel s/he is doing at school? (Offer your perspective.), In what ways did your child and your family benefit from being involved with our program this year?, What goals do you have over the summer and also for Kindergarten?, What goals do you have over the summer and also for Kindergarten?, and Do you have suggestions for how we can improve upon our program in the future? During this home visit the parents are given the following resource, Math Right From the Start.

8. Maintain Informal contact with preschool "graduates" (many continue within same District or sister Academy program): Many continue within the same District and/or sister Academy program. They are also given a survey to ask about their Pre-K experience which includes the following questions: How did you like breakfast and lunch?, How did you like our 'In School' Field Trips (Detroit Opera House, LaLaPalooza Puppet Show)?, How did you like our 'Out of School' Field Trips (Apple Orchard, Pump It Up, Marquis Theater, Detroit Zoo, Hands On Museum)?, How would like your Monthly Homework Packet?, How did you like the project piece of the Homework?, How did you like the reading log in the Homework?, How did you like performing at Assemblies?, How did you like your Prek Graduation?

9. Facilitate early registration and Summer Activities (prior to orientation): Early registration begins in February and March of each school year. Each family is prequalified by Great Start to Quality eligibility and enrollment requirements which are: Low Family Income, Diagnosed Disability or Identified Developmental Delay, Severe or Challenging Behavior, Primary Home Language Other than English, Parent/s with Low Educational Attainment, and Abuse/Neglect of Child or Parent, Environmental Risk. Summer activities include a booklet for students to work on and are titled, "Summer Learning Program Think Stretch" and ADD Home visits and Prekindergarten Orientation.

10. Bilingual staff members are made available for parents with home language other than English (Arabic is the primary language of many of the Academy's parents/students) as well as availability of English-Arabic talking electronic dictionary and audio phrasebook with pen scanners (Partner EA900) for communication with Arabic speaking parents. In all Prekindergarten classrooms, the Associate teacher speaks fluent Arabic and communicates with families as needed. There is also an Arabic department whose staff members are involved in translating

Prekindergarten documentation for families. Some examples of these documents include: enrollment packet, letters, and field trip information.

11. Parent Orientation for all students + Kindergarten only Orientation (meet staff, visit classes, communicate responsibilities and expectations, etc.): Parent Orientation for all students included going over the School Improvement Plan and Title One, then the parents go to their child's classroom to meet the teacher and get more specific information from their child's teacher. Pre-Kindergarten parents were also invited to a Pre-Kindergarten Parent Orientation where important topics are discussed and then released to their assigned Pre-Kindergarten classroom where they are given additional information and children are allowed to participate in several activities and/or play in the classroom centers.

Kindergarten parents were able to choose between two different times to attend the Kindergarten Orientation. The Kindergarten teachers went over the ABC's of Kindergarten which included the following topics: Attendance, Arrival and Dismissal, Arabic, Birthdays, Conferences, Discipline, E-Mail, Field Trips -Folders, Gym, Hands on Learning - Health - Homework, Illness - Independent Reading, Juice, Kindness, Literacy - Lunch, Math, Newsletters, Oops (Change of Clothes), Parent Involvement - Playground, Questions, Restroom, Snack - Supplies, Toys, Uniform, Visits, Wahhh (Crying), Extra Special (Learning experiences), Younger Siblings, and Zzzz's (Resting at Home).

12. Ongoing collaboration between Prekindergarten & Kindergarten staff (curriculum alignment and vertical planning, assessments, scheduling/activities, etc.) :The Pre-Kindergarten and Kindergarten teaching teams met three times throughout the school year to discuss the following: summer packets, survey topics (for current and former Prekindergarten students), Prekindergarten and Orientations, portfolios (end of year assessments, work samples, Teaching Strategies GOLD { Prekindergarten Gradebook}, Brigance Reading Readiness Screener, alignment (literacy and math activities since the Kindergarten curriculum is closely aligned to the Pre-Kindergarten curriculum Reggio Emilia), and Kindergarten showcases (display of student work after a unit of study).

13. Staff, Parent & Student learning opportunities include transition, expectations, homework help, parental involvement, separation anxiety, how to build self-esteem and independent learners, how to integrate reading, writing, counting, learning the alphabet into daily life, etc.

During the Pre-Kindergarten Family, Fun, and Literacy Event, parents were invited for an afternoon of stories and activities designed just for Pre-kindergarten students. Each student received a literacy packet with books and activities to take home and parents were given information on how to encourage learning in fun and easy ways. Lunch was also provided for the students and families.

14. The Academy also connects with preschool age children, beyond once a year visitation to the kindergarten classroom, by holding the Pre-Kindergarten Spring Concert, Awards Assemblies, and Arabic Culture Day in addition to the activities detailed above.

15. The formation of a Parent Advisory Committee beginning in the fall of 2014. Parents have the opportunity to help make important decisions, receive and attend various professional development sessions (offered in school and at the local ISD), as well as learn pertinent information of what their children will be facing and learning in the kindergarten classroom.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

The school uses several assessments for Pre-Kindergarten students to identify training needs for preschool parents and/or preschool teachers. These sessions are aligned to the skills preschool age children will need when they enter kindergarten. The Academy uses the

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High Scope Quality Assessment Tool called The Preschool Program Quality Assessment (PQA) in addition to the Brigance screener and teacher developed assessments which also align our teaching needs.

The following are a list of trainings the Pre-Kindergarten teachers may attended: Michigan Association for the Education of Young Children Early Childhood Conference, Strategies for Dual Language Learners & Creating a Safe Emotional Climate for Children, Planning with Children Training, Use of Brigance Screener & Creative Curriculum Resources, Macomb ISD Early Childhood Conference, Writing Anecdotal Notes, Planning & Recall Training, Let's Be Friends Training, Talk to Me & Word Plan Training, Let's Sing Training, Hold the Praise - Try Encouragement Instead Training, and Backyard Science. The following topics were covered with parents: Curriculum content and standards, Study Skills & Approaches to Learning, Life Skills & Discipline Help at School/Home, KG Transition Workshops/Meetings, Collaborative Learning & Team Building, Parent Institute Resources and Love & Logic & the Epstein Model for parental Involvement.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Teachers and administrators have the ability to select, implement and make decisions based upon student academic assessments. Teachers and Noor International Academy use data to drive decision making on an ongoing basis to gauge student's learning and mastery of content area. This information is then used to adjust teaching practices, communicate with parents, and identify specific student interventions through the Response to Intervention (RTI) process.

Utilizing school improvement processes of design, implement and evaluate, teachers provide their input into the decisions regarding the use of school-based academic assessments in several ways throughout the school year. Along with other stakeholders, such as administrators and support staff, Noor International Academy teachers are directly involved in a data-driven decision-making team regarding the selection, implementation and interpretation of these grade level curriculum assessments which are documented in unit planning documents and PowerSchool Gradebook. Parents are also given their own login to access student grades via Power School Parent Portal. This is an online system that allows parents to monitor and track student grades from the comfort of their own home. Classroom teachers also send home progress reports after each unit for students that are in Tiers 2 and 3 of the Response to Intervention (RTI) program, to ensure open communication and dialogue with parents is taking place.

Teachers create their own grade level curriculum assessments based on the levels of knowledge, understanding and acquisition of skills that are appropriate per grade and content area based on the Michigan Department of Education content standards and Common Core standards. The classroom teacher ultimately makes the decision to use any particular classroom assessment, with input from administrators and mentors. School based classroom assessments are administered weekly as formative assessments and at the end of curriculum units as summative assessments. The results of these assessments are shared with parents and students through rubrics, progress reports and during Parent Teacher Conferences. Teachers also use tools such as Smart Response software, and Scantron testing to assess students and track progress over extended periods of time. Decisions about the selection and administration of school-based assessments are ultimately made by the classroom teacher and approved by department administration. The interpretation and evaluation of the assessment is also the responsibility of the teacher, and is shared with the principal.

On a departmental level, teachers actively participate in the decision-making process regarding assessment by planning and creating assessments with the input and assistance of the mentors and the principal. In these meetings teachers make data-driven decisions in the creation of school-based assessments in order to target gaps in student achievement, and determine how best to use the data that is produced from the assessments, while evaluating their implementation and effectiveness. There is an ongoing reflection process in place for every unit of study throughout the school year, allowing for continuous improvement of school-based assessment.

Additionally, teachers meet in Professional Learning Communities in order to share ideas and make assessment decisions across content areas. The nature of these meetings allows teachers to share student assessment data among all grade-level teachers. These meetings also provide for collaboration that leads to decisions about the implementation of interdisciplinary assessments for particular grade levels.

Finally, the Program Fidelity Team, an action team within the School Improvement Team, consisting of stakeholders including teachers, administrators, support staff, parents, students, and community members, annually evaluates the use of supplemental assessments and determine whether to continue, modify, remove or add new. Examples of these supplemental assessments are Scantron Performance Series. With the support of Central Office administration, assessment tools are screened for validity/reliability as well as meeting scientifically
SY 2014-2015

research-based definitions and school level needs. Feedback is provided to schools for each assessment tool we evaluate and teams make decisions based on feedback.

Once all end of the year Evaluation SIT activities have been completed by school staff members, Central Office then creates the assessment schedule for the upcoming school year, aligning to authorizer and MDE specifications, protocol and expectations. Central Office then provides the tentative assessment schedule to school staff for feedback. Once complete the schedule is submitted to the board for final approval and implementation for the upcoming school year.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Teachers are involved in student achievement data analysis for the purpose of improving the academic achievement of all students in several ways. Teachers analyze student data individually, as departments and grade levels, and at the school-wide level. Teachers use data/reports provided to them either electronically by Central Office or using our data systems such as PowerSchool, Scantron Performance Series, Tableau, and the Bureau of Assessment & Accountability (BAA)/Office of Educational Assessment and Accountability (OEAA) website for State required assessments such as the M-STEP and WIDA.

All of these sources of assessment data, along with other demographic information, are compiled on the Tableau dashboard. Individually teachers use PowerSchool to track student progress on a weekly basis at minimum. They also meet at least weekly or bi-weekly with their mentors or immediate supervisor to review progress reports, formative/summative assessments and evaluate student progress daily to determine whether or not to continue with the lesson/unit as planned or re-teach. Tableau software allows teachers to view individualized student data based on multiple and varied academic assessments. Multiple sources of assessment data are also used to allow grade-level teachers to identify at-risk students, and target instruction individually. This information is continually analyzed and updated.

Teachers with less than 3 years certified teaching experience are assigned mentors as part of the mandatory mentoring program. They are mentored in areas including but not limited to the use of achievement data to drive classroom instruction. Teachers regularly meet with mentors to analyze the information that is stored on the Tableau website and make decisions regarding what instructional and assessment strategies may be implemented in order to improve student achievement. Teachers also receive additional mentoring hours as part of our Supplemental Professional Development program, providing information related to student achievement data and data-driven decision-making as outlined in our Professional Development Plan.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

The first procedure in identifying students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level is for all core elementary and secondary teachers to complete the appropriate Michigan Department of Education (MDE) Office of Field Services Identification of eligible Title I and Section 31a Students' Worksheet bi-annually (after Fall and Spring Assessment windows). Teachers will analyze and review data from all core content areas the Scantron EdPerformance assessment, the WIDA assessment, formative and summative assessment data, M-STEP assessment and the annual school wide attendance percentage per the MDE Score Card (less than 90 %), and other risk factors which include teen pregnancy, incarcerated parents, and victims of abuse or neglect.

After the completion of these worksheets, Central Office staff of Hamadeh Educational Services will then create a data dashboard through Tableau, which enables users to view and analyze the data. The Response to Intervention Team (Rtl), which consists of the Rtl lead/administrator, teachers, support staff, will then review the data and create rosters of students whom need tiered interventions in the identified content areas of reading/writing, mathematics, science and social studies. Students that did not score proficient on the once administered MEAP assessment, or that scored below the 25% National Percentile Ranking in Scantron, are automatically selected to be in the RTI process. Once the new state accountability levels and system are released for the M-STEP assessment, the identification process will include the proficiency or growth level released by the state, as well as the 25% National Percentile Ranking (NPR), as well as classroom summative assessment information.

These rosters will be kept by the teachers and administration and will be reviewed every four to eight weeks to determine how long students will receive services at each tier. Students on these rosters will be enrolled in Power School (student data management system) under Special Programs Enrollment to better monitor and track student progress.

Students that are identified to be in the RTI process will receive differentiated instruction by the general education teacher in the classroom, as the Academy currently does not have a Title I teacher to provide the support. The differentiated instruction can include instructional resources such as graphic organizers, visuals, SIOP strategies, writing skeletons, re-teaching of content to help students be successful in the classroom. Students will also be paired with the Section 31a grant funded paraprofessional to receive a double dose of instruction in a small group setting. Students in the RTI process also receive additional after school tutoring with the classroom teacher and students are also referred to the Section 31a grant funded Achievement Campers after school program, in which they receive additional remediation at their level.

Student data is once again reevaluated by the RTI team to check for progress and growth. If the student has improved on their classroom summative data, as well as any standardized assessment data, then the student is moved up a tier, until they are placed back in Tier 1 with the general population of the classroom.

Literacy Across the Curriculum/English Language Arts:

Grade Span: K-7

Identification: M-STEP, Scantron, WIDA Assessment, classroom assessments (formative and summative), Developmental Reading

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Assessment (DRA for Kindergarten-1st grades) and Qualitative Reading Inventory (QRI for 2-5th grades).

Identification/Criteria for Selection: Students that scored a 3 or 4 on the MEAP assessment in the 2013-2014 school year and previous years, below proficiency on the Scantron assessment by scoring lower than a 25% National Percentile Ranking, or consistently scoring below proficiency on teacher classroom summative assessments (scoring a 5 or lower on a rubric out of 8 points or lower than a 60% out of 100%), making students have a below average grade. Once the new state accountability levels and system are released for the M-STEP assessment, the proficiency or growth levels will be used to help make a determination of which students need to be selected and chosen to receive additional services.

STEM/Mathematics:

Grade Span: K-7

Identification: M-STEP, Scantron, WIDA Assessment, classroom assessments (formative and summative).

Identification/Criteria for Selection: Students that scored a 3 or 4 on the MEAP assessment in the 2013-2014 school year and previous years, below proficiency on the Scantron assessment by scoring lower than a 25% National Percentile Ranking, or consistently scoring below proficiency on teacher classroom summative assessments (scoring a 5 or lower on a rubric out of 8 points or lower than a 60% out of 100%), making students have a below average grade. Once the new state accountability levels and system are released for the M-STEP assessment, the proficiency or growth levels will be used to help make a determination of which students need to be selected and chosen to receive additional services.

STEM/Science:

Grade Span: K-7

Identification: M-STEP, Scantron, WIDA Assessment, classroom assessments (formative and summative).

Identification/Criteria for Selection: Students that scored a 3 or 4 on the MEAP assessment in the 2013-2014 school year and previous years, below proficiency on the Scantron assessment by scoring lower than a 25% National Percentile Ranking, or consistently scoring below proficiency on teacher classroom summative assessments (scoring a 5 or lower on a rubric out of 8 points or lower than a 60% out of 100%), making students have a below average grade. Once the new state accountability levels and system are released for the M-STEP assessment, the proficiency or growth levels will be used to help make a determination of which students need to be selected and chosen to receive additional services.

Social Studies:

Grade Span: K-7

Identification: M-STEP, Scantron, WIDA Assessment, classroom assessments (formative and summative).

Identification/Criteria for Selection: Students that scored a 3 or 4 on the MEAP assessment in the 2013-2014 school year and previous years, below proficiency on the Scantron assessment by scoring lower than a 25% National Percentile Ranking, or consistently scoring below proficiency on teacher classroom summative assessments (scoring a 5 or lower on a rubric out of 8 points or lower than a 60% out of 100%), making students have a below average grade. Once the new state accountability levels and system are released for the M-STEP assessment, the proficiency or growth levels will be used to help make a determination of which students need to be selected and chosen to receive additional services.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

The Academy provides numerous activities to ensure that students who experience difficulty mastering the proficient or advanced levels of

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academic achievement standards required by section 1111 (b)(1). Identification of students includes measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance which includes but is not limited to differentiation of instruction to meet students' individual needs within the classroom. Students that are identified as needing additional assistance to master or meet grade level content are recommended for after school tutoring provided by the classroom teacher, the Section 31a grant funded Achievement Campers after school program, the Section 31a grant funded summer school program, or to receive a double dose of instruction in the classroom through small group instruction provided by the Section 31a paraprofessional.

Implementing strategies learned through various professional development sessions, as well as other programs such as the International Baccalaureate program, as well as embedded within the MI Core curriculum the Academy has adopted a cross-curricular thematic approach to accommodate the needs of various learning styles. Before any pull-out programs/services are offered to a student, teachers apply different strategies to differentiate to their student's different learning needs. Teachers differentiate instruction via content, process and product according to student readiness, interest and learning profile. They use a range of instructional and management strategies which include many of the following:

- *Multiple intelligences, Jigsaws (Scaffolding), Taped Material, Graphic Organizers
- *Varied Texts/Materials, Literature Circles, Tiered Lessons/Centers/Products
- *Learning Contracts, Grouping Activities, Orbital/Independent Studies
- *Questioning Strategies, Interest Centers/Groups, Varied Homework
- *Compacting, Journal Prompts, Use of Technology, SIOP strategies

In the classroom:

Differentiating through small group instruction in centers based teaching in English Language Arts and mathematics, grouping students in a small group to receive a double dose of instruction when a Section 31a grant funded paraprofessional is in the classroom, collaborating with the Resource Room teacher to get additional differentiation and instructional strategies, incorporation of SIOP based strategies into the classroom, one on one peer tutoring opportunities, online technology tools such as MyOn Reading and Dreambox Mathematics, Math IXL, multiple, sensory rich resources, technology resources such as laptops to implement technology into the classroom to promote project based learning, hands on resources, graphic organizers, writing skeletons, science experiments, integration of Marzano's Academic Vocabulary to promote vocabulary within the content areas, classroom resources purchased through Title I-Targeted Assistance funding such as Sadlier Oxford grammar, phonics and writing resources, Curriculum Associates reading strategies and mathematics strategies resources.

The Academy also offers inclusion programs as part of our Resource Room where service providers come to the class to provide services in a least restrictive environment. Response to Intervention is utilized for all students based on need with Pattern of Strength and Weakness as the District process for determining the existence of a Specific Learning Disability for all students at all grade levels.

The Academy follows the District Response to Intervention (RtI) Plan to provide timely, effective, additional assistance to students who are experiencing difficulty mastering the State's academic achievement assessment standards. The plan is updated annually to reflect the accurate process for identifying students and appropriate services and implementation of school-wide programs with fidelity. Students whom are in Tier I will receive core instruction which is based on best practice differentiated instruction, Sheltered Instructional Observation Protocol (SIOP) strategies, Michigan Core Curriculum & School-wide Positive Behavior Intervention Support. Students whom need a more intense form of strategic intervention and whom are not responsive to Tier I interventions will then be placed in Tier II.

Tier II students receive research based interventions that are matched to each student's target deficit area. These interventions occur three to five times a week in small group instruction. Tier II students will be enrolled in the tutorial program both during and after school. Student

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progress in Tier II is documented and monitored every six to nine weeks. After the six to nine weeks the RtI team will review data to determine the student's placement within the tiers. If the student is not responding to Tier II interventions they will be referred to Tier III. Tier III interventions are characterized by the frequency and intensity of the intervention. Tier III students that are showing significant deficits in academic standards receive research based interventions that are matched to each student's target area. Monitoring and documentation of students' progress per the Tier III interventions will continue. Students can move up or down the tiers during the monitoring period.

Beyond the Classroom:

Students that are identified as needing additional assistance to master and meet grade level expectations are also recommended for after school tutoring provided by the classroom teacher, the Section 31a grant funded Achievement Campers after school program, and the Section 31a grant funded summer school program.

Literacy Across the Curriculum/English Language Arts:

Grade Span: K-7

Identification: M-STEP, Scantron, WIDA Assessment, classroom assessments (formative and summative), Developmental Reading Assessment (DRA for Kindergarten-1st grades) and Qualitative Reading Inventory (QRI for 2-5th grades).

Identification/Criteria for Selection: Students that scored a 3 or 4 on the MEAP assessment in the 2013-2014 school year and previous years, below proficiency on the Scantron assessment by scoring lower than a 25% National Percentile Ranking, or consistently scoring below proficiency on teacher classroom summative assessments (scoring a 5 or lower on a rubric out of 8 points or lower than a 60% out of 100%), making students have a below average grade. Once the new state accountability levels and system are released for the M-STEP assessment, the proficiency or growth levels will be used to help make a determination of which students need to be selected and chosen to receive additional services.

STEM/Mathematics:

Grade Span: K-7

Identification: M-STEP, Scantron, WIDA Assessment, classroom assessments (formative and summative).

Identification/Criteria for Selection: Students that scored a 3 or 4 on the MEAP assessment in the 2013-2014 school year and previous years, below proficiency on the Scantron assessment by scoring lower than a 25% National Percentile Ranking, or consistently scoring below proficiency on teacher classroom summative assessments (scoring a 5 or lower on a rubric out of 8 points or lower than a 60% out of 100%), making students have a below average grade. Once the new state accountability levels and system are released for the M-STEP assessment, the proficiency or growth levels will be used to help make a determination of which students need to be selected and chosen to receive additional services.

STEM/Science:

Grade Span: K-7

Identification: M-STEP, Scantron, WIDA Assessment, classroom assessments (formative and summative).

Identification/Criteria for Selection: Students that scored a 3 or 4 on the MEAP assessment in the 2013-2014 school year and previous years, below proficiency on the Scantron assessment by scoring lower than a 25% National Percentile Ranking, or consistently scoring below proficiency on teacher classroom summative assessments (scoring a 5 or lower on a rubric out of 8 points or lower than a 60% out of 100%), making students have a below average grade. Once the new state accountability levels and system are released for the M-STEP assessment, the proficiency or growth levels will be used to help make a determination of which students need to be selected and chosen to receive additional services.

Social Studies:

Grade Span: K-7

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Identification: M-STEP, Scantron, WIDA Assessment, classroom assessments (formative and summative).

Identification/Criteria for Selection: Students that scored a 3 or 4 on the MEAP assessment in the 2013-2014 school year. Once the new state accountability levels and system are released for the M-STEP assessment, the proficiency or growth levels will be used to help make a determination of which students need to be selected and chosen to receive additional services in social studies.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Student individual needs are addressed in the classroom through the use of the District Response to Intervention (RtI) Plan, Sheltered Instruction Observation Protocol (SIOP), Michigan Core Curriculum, and School wide Positive Behavior Intervention Support to provide differentiated instruction to students. The Academy uses the following differentiated instructional practices: Nicholson-Nelson Multiple Intelligences Strategies, and Marzano, Pickering, and Pollock's Summarizing and Note Taking strategies, Cooperative Learning Strategies, and Setting Objectives and Providing Feedback Strategies. Additionally, Pre-Differentiation strategies by Tomlinson, Rigor COMPASS Model by Williamson and Blackburn, and the Rigor/Relevance Framework: Quadrant A-D by Nussbaum and Daggett are important strategies that all educators need continued training to further address English Language Acquisition and individual student need.

Student data is analyzed using multiple sources, such as, state assessments, alternate assessments, formative and summative assessments, stakeholder feedback, and student portfolios. This data is analyzed every four to six weeks to determine any additional interventions that each individual student needs.

Differentiating through small group instruction will assist those students who are struggling in the classroom whole group setting, by giving students additional assistance by the classroom teacher and paraprofessional. Small group or one on one on one direct instruction will allow teaching staff to use the following teaching techniques:

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: (1) content- what the student needs to learn or how the student will get access to the information; (2)- process- activities in which the student engages in order to make sense of or master the content; (3)- products- culminating projects that ask the student to rehearse, apply and extend what he or she has learned in a unit of study; (4)- learning environment- the way the classroom works and feels on a daily basis; (5)- high quality instruction- curriculum is focused and rigorous, aligned to the standards, lessons include a variety of activities such as: centers based learning, peer tutoring, turn and talk opportunities, Think, Pair, Shares, Think Alouds, real-world application, technology resources, 21st century skills, project based assessments, and rubrics.

Literacy Across the Curriculum/ELA:

The students will get access to information through district provided curriculum resources, teacher instruction utilizing professional teaching methods and techniques learned in professional development sessions both provided by the district and professional development sessions funded through Title II funding.

Students will engage in various activities that range from explicit instruction, guided reading, cooperative learning, and technology based instruction and through the differentiation of content through resources and activities. These activities include: centers based learning, peer tutoring, turn and talk opportunities, Think, Pair, Shares, Think Alouds, real-world application, technology resources, 21st century skills, project based assessments, rubrics, differentiation of assessments to include project based and student choice, Writer's Workshop, exit slips,

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student portfolios, teacher observations (checklists, running records, DRA reading levels), Scantron Student Learning Objectives.

Title I Resources for Literacy Across the Curriculum/ELA-

My On Reading yearly subscription for K-8th Grades

Studies Weekly for K-6th Grades to supplement literacy and Social Studies

Curriculum Associates resources (reading comprehension) for K-8th Grades

Think Stretch-Summer Resources in ELA and Math (used for remedial work over the summer) for Grades K-7

Take home book bags for K-2nd grades

Various hands on comprehension, vocabulary, literacy games purchased through Lakeshore Learning

STEM/Mathematics and Science:

The students will get access to information through district provided curriculum resources, teacher instruction utilizing professional teaching methods and techniques learned in professional development sessions both provided by the district and professional development sessions funded through Title II funding.

Students will engage in various activities that range from explicit instruction, cooperative learning, guide math groups and technology based instruction and through the differentiation of content through resources and activities. These activities include: centers based learning, peer tutoring, turn and talk opportunities, Think, Pair, Shares, Think Alouds, real-world application, technology resources, 21st century skills, project based assessments, rubrics, differentiation of assessments to include project based and student choice, exit slips, student portfolios, teacher observations (checklists), Scantron Student Learning Objectives, graphs, charts, tables, online supplemental assessments (addition, subtraction, multiplication, fractions).

Title I Resources for Mathematics/STEM:

Math IXL yearly subscription for 3rd-5th Grades will be used as a supplement to the Everyday Math core curriculum program

Pearson MathXL yearly subscription for grades 6-8th grade will be used as a supplement to the Connected Math program

Curriculum Associates-STAMS (mathematical computation, problem solving, word problems) resources for K-7th Grades to use in correlation with core curriculum (Everyday Math Program for K-5 and Connected Math for 6-8th grades)

Microscopes to use in STEM in grades 6-8th grades to promote engaging hands on opportunities through experiments

Various hands on comprehension, vocabulary, mathematical, and science manipulatives purchased through Lakeshore Learning for K-8th grades

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Social Studies:

The students will get access to information through district provided curriculum resources, teacher instruction utilizing professional teaching methods and techniques learned in professional development sessions both provided by the district and professional development sessions funded through Title II funding.

Students will engage in various activities that range from explicit instruction, cooperative learning, and technology based instruction and through the differentiation of content through resources and activities. These activities include: centers based learning, peer tutoring, turn and talk opportunities, Think, Pair, Shares, Think Alouds, real-world application, technology resources, 21st century skills, project based assessments, rubrics, differentiation of assessments to include project based and student choice, Writer's Workshop, exit slips, student portfolios, teacher observations (checklists, running records, DRA reading levels), Scantron Student Learning Objectives, 3-2-1 activities, constructed response writing assignments.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

The main purpose of these initiatives is to ensure that all students have equal opportunities through different means in acquiring a high quality education, in which they can demonstrate proficiency of the state and Common Core standards as measured on the state assessments, including the M-STEP, WIDA and Explore (for Grade 8 in the 15-16 school year). Coordination of all federal, state and local programs and resources will allow Noor International Academy to meet school wide goals, as shared in the School Improvement Plan, while maintaining a Reward School status and meeting the expectations of all stakeholders. Noor International Academy will consolidate Title I-Part A, state provided Section 31a funds, state provided general funds to create better learners, educators and parents by coordinating instructional programs and consolidating financial resources to help improve overall student academic achievement, particularly the lowest achieving students. The Comprehensive Needs Assessment (CNA) was conducted using assessment data and a comprehensive plan was created to ensure that all requirements of Federal and State funding are being met. Noor International Academy will increase the academic success of all students by making systematic changes that will tie together services funded from a variety of sources in a more comprehensive framework. Stakeholders will be able to address the school's needs using all of the resources available, giving the school more flexibility on how the funds and resources can be used to meet the needs of all students and not just Title I Targeted Assistance students.

The following programs will be coordinated and integrated to increase student achievement, especially for at-risk students, by providing the ability to hire additional staff who are focused on curriculum and instruction. This coordination of funds will also help to provide additional classroom resources that include technology such as Science Gizmos, Dream Box Mathematics, Accelerated Mathematics, Vocabulary A-Z. Classroom instruction will also be supported and enriched through content based programs provided by external resources (i.e. STEM). Funding will also help to support and increase parental involvement through educational and training opportunities, workshops and resources on how best parents can support their child's academic growth and learning at home.

Using Noor International Academy's School Improvement Plan Goals, programs are coordinated and integrated toward the achievement of the school wide goals in many ways. Gap areas are identified using multiple sources of data, which includes, but is not limited to state standardized assessments (Michigan Educational Assessment Program), alternate assessments (Scantron), student portfolios/grade book and stakeholder feedback. Using the identified gap areas students are enrolled under Special Program enrollment in Power School (the Academy's data management system) and monitored through Response to Intervention (RtI). Data is monitored every 4-6 weeks to determine eligibility for 31a funded tutorial during and after school programs. A budget is created based upon the gap areas to identify supplemental Title I purchases for the integration of programs.

FEDERAL RESOURCES, PROGRAMS and GRANTS:

IDEA: Special Education Services provide the following:

- Resource Room Teacher
- Speech and Language Therapist
- Social Worker, School Psychologist
- Occupational Therapist
- Professional Development Opportunities
- Supplemental Resources and Hands On Manipulatives

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Title I-Part A provides the following:

- Classroom Technology, Parent Involvement Professional Development Workshops
- Summer School Resources
- Supplemental Resources and Materials Across the Content Areas.

Title II-Part A provides the following:

- Professional Development Sessions for Staff
- A portion of the Power School Annual Subscription
- Nettrekker Annual Subscription
- BrainPop Annual Subscription

National Food Services provides the following:

- Free and or Reduced Breakfast and Lunch
- After School Snack Program (snacks provided to students in the Achievement Campers after school program)

STATE RESOURCES, PROGRAMS and GRANTS:

General Funds provide the following:

- Core Curriculum Resources for K-7 for English Language Arts, Mathematics, Science and Social Studies
- Staff, Teachers, and General Funded Paraprofessionals
- Parent Professional Development Sessions and Workshops Provided by the Organization Wide Family Engagement Liaison
- Great Start Readiness Program- Preschool Teacher, Assistant Teacher/Paraprofessional, Professional Development Opportunities, Resources/Materials, Meals, Parent Involvement

Section 31a Funding provides the following:

- After School Program for Section 31a identified at-risk students
- K-7 Paraprofessional
- Summer Program and Supplemental Materials/Resources

LOCAL RESOURCES, PROGRAMS, and GRANTS:

Local Funding provides the following:

- Building Healthy Communities Grant
- Cooking Matters for Adults- A program for parents that teaches about healthy eating and cooking on a budget. The partnership is through Michigan State University.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

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The Academy uses the resources to implement the ten required school wide components, through the school improvement process of plan, implement, and evaluate. Through the use of the Comprehensive Needs Assessment, goals are designed around the students' needs via analyzing multiple data sources such as state assessments, alternate assessments, student portfolios/grade book, and stakeholder feedback.

The Academy implements school-wide reform strategies to increase student achievement. Title I funds are used to purchase research-based instructional resources to supplement the core curriculum as well as providing professional development. Examples of these research-based instructional resources include but are not limited to the Epstein Parental Involvement Model (Epstein, Sanders, Simon, Salinas, Jansorn, Boorhis 2002), Sheltered Instruction Observation Protocol (Echevarria, Vogt, Short 2008), Rigor COMPASS Model (Williamson, Blackburn 2010), Rigor/Relevance Framework (Nussbaum, Daggett 2008), and John Hattie Strategies (Marzano 2003).

The use of Title II funds to provide high-quality and ongoing professional development to ensure teachers have the knowledge and skills to implement school-wide reform strategies, including weekly professional development in addition to a mentoring system, providing opportunities for professional growth to all staff. The Academy uses the School Improvement Process of planning for the programs or resources, implement with fidelity, and evaluate the effectiveness of the programs. The programs are evaluated using various data sources, which include state assessments, alternate assessments, student portfolios/grade book, and stakeholder feedback.

As the Academy strives to increase parental engagement, the Academy works with the organization's Family Engagement Liaison to help facilitate professional learning opportunities and instructional family field trips for parents. Monthly professional development sessions are held to share helpful strategies with parents such as bullying prevention, cyber bullying, literacy strategies, and strategies to help the students succeed with standardized tests.

1. Comprehensive Needs Assessment

Title I-Part A provides the following:

- Teacher, parent and student surveys
- Students assessments and the resulting data as analyzed by the Director of Research and Evaluation and provided to SITs using online tools such as Tableau and Illuminated
- Data from SIT meetings such as the School Systems Review

STATE RESOURCES:

General Funds provide the following:

- compilation of student demographic data and staff demographic and experience data
- strategic planning and support from the school's central office to effectively prioritize identified needs

2. School Reform Strategies

FEDERALS:

Title I-Part A provides the following:

Tutorial program that follow the RtI/MTSS Process of identifying at-risk students and providing them with the necessary help and resources

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to close gaps.

- Special education programs which include strategies to address the needs of low achieving students and those who are at-risk.
- Summer school programs
- Supplemental programs to provide an enriched and accelerated curriculum that focuses on English and STEM (Science Technology Engineering and Math) based concepts.
- Staff uses instructional strategies and methods which are based on data-driven research that strengthen the core academic programs.

Title II-Part A provides the following:

- Professional development sessions for staff to discover and learn more about best practices

STATE RESOURCES:

General Funds provide the following:

- Core Curriculum Resources for K-7 for English Language Arts, Mathematics, Science and Social Studies

Section 31a Funding provides the following:

- After School Program for Section 31a identified at-risk students -Achievement Campers Program

3. Instruction by Highly Qualified Professional; Staff

FEDERAL RESOURCES:

Title I

- Supplemental coaching and mentoring programs to retain and improve instruction by highly qualified staff

Title II-Part A provides the following:

- professional development opportunities for all staff

4.Strategies to Attract Highly-Qualified Staff

FEDERAL RESOURCES

Title II-Part A provides the following:

- Instructional coaches to support new teachers

STATE RESOURCES

General Funds provide the following:

- Rigorous Mentoring Program for new teachers
- Staff Tuition Incentive Program

5. High-Quality and Ongoing Professional Development

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Title I-Part A provides the following:

Instructional coaches to support new teachers

Subject area experts to provide professional development in-service or individual support to staff and administration as needed

Title II-Part A provides the following:

- Local professional development through ISDs such as Wayne RESA and Macomb ISD
- Online professional development such as the Bureau of Education and Research, Michigan LearnPort,
- Opportunities to attend state level conferences in identified areas of need

STATE RESOURCES:

General Funds provide the following:

- System-wide provided professional development sessions
- use of McREL PowerWalkthrough feedback and feed-forward to improve instruction

6. Strategies to Increase Parental Involvement

FEDERAL RESOURCES:

Title I-Part A provides the following:

- Family engagement liaisons
- Parent professional development to help parents gain familiarity with school programs, grading systems, and school events.
- Family Engagement Field Trips

STATE RESOURCES:

General Funds provide the following:

- School events: Music concerts, Talent Show, Arabic Culture Celebrations, Awards Assembly, Curriculum Night, Career Day, Spelling Bee, Scholastic Book Fair, Science Fair, Math and Literacy Game Night, Family Movie Days, Parent Breakfasts.

7. Preschool/Other Transition Strategies

FEDERAL RESOURCES:

Title I:

- Title I funds are used to support the activities of the school improvement team that specifically addresses and plans preschool and other transition activities and events

STATE RESOURCES:

GSRP funds

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- Great Start Readiness Program- Preschool Teacher, Assistant Teacher/Paraprofessional, Professional Development Opportunities
- Families of preschool children in our school and other preschools are invited to participate in the following activities in order to get their students ready for kindergarten: Kindergarten open-house, a Preschool Parent Transition meeting. Families of Universal Academy preschool students are also invited to attend all school-wide events, such as literacy night, movie night, field day, and book fairs.

8. Teacher Participation in Making Assessment Decisions

FEDERAL RESOURCES:

Title I- Part A provides the following:

- Data analysis tools to put information directly in the teacher (e.g. Powerschool, Illuminate and Tableau)

Title II-Part A provides the following:

- Professional Development for staff to better understand assessments before making decisions (e.g. MISD sessions on M-STEP and WIDA)

STATE RESOURCES

General Funds provide the following:

Professional development for staff and administrators to travel to attend workshops seminars such as the Michigan School Testing Conference and sessions held by the Academy's charter authorizer, Central Michigan University.

9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

FEDERAL RESOURCES

Title I-Part A provides the following:

- Systems and tools for updating RtI/MTSS rosters every 4-6 weeks to move students into and out of program as necessary
- Staff and resources for RtI/MTSS Team meetings every 4-6 weeks to monitor student improvement and progress
- Materials and supplies to address the needs of Tier II and Tier III students

STATE RESOURCES

General Funds provide the following:

- Unit progress reports distributed to students
- Identified students meet biweekly with staff for academic monitoring
- Creation and implementation of action plans to address student needs

Section 31a Funding provides the following:

- After School Program for Section 31a identified at-risk students
- K-7 Paraprofessionals
- Summer Program and Supplemental Materials/Resources

LOCAL RESOURCES

Local Funding provides the following:

Curriculum-based interventions and ongoing support to all students through effective differentiation in the regular classroom

10. Coordination and Integration of Federal, State, and Local Programs and Resources

General Funds provide the following:

The Academy receives support from its Central Office. The services provided include careful consideration of how to most strategically allocate all available federal, state and local resources to help the school meet its annual goals and achieve its mission.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The Academy coordinates and integrates the following Federal, State, and local services based on student needs and in support of schoolwide goals. The Academy implements any and all programs based on the School Improvement Plan (SIP) action plan process, which includes plan, implement, and evaluate.

The following programs are currently in place at the Academy:

*Violence Prevention Programs - Will Coordinate If Implemented

*Nutrition Programs - Coordinated

*Housing Programs - Not Applicable, Will Coordinate If Implemented

*Head Start - Not Applicable, Will Coordinate If Implemented

*GSRP Pre K Program Coordinated

*Adult Education - Not Applicable, Will Coordinate If Implemented

*Vocational & Technical Education - Not Applicable, Will Coordinate If Implemented

*Job Training - Not Applicable, Will Coordinate If Implemented

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

The school annually evaluates the implementation of, and results achieved by, the School Improvement Plan, using data from the State's annual assessments and other indicators of academic achievement as part of the School Improvement Team (SIT) Action Research Team (ART) subcommittee annual end of year activities. Teams meet to evaluate strategies/activities using Program Evaluation form. This form identifies gaps/needs in achievement, new resources, professional development activities and summarizes progress made based on data in reviewing student performance, staff performance and stakeholder feedback related to SIP goals. Teams then determine whether implementation was effective and whether or not to continue or remove activities related to SIP strategies/goals based on multiple years of data. They also determine if there are any additional needs and identify gaps/needs in achievement, new resources/PD/activities, an action/implementation plan as well as resources profile for budget planning.

Noor International Academy's School Improvement Team, Action Research Teams are composed of 8 subcommittees. These teams examine all pertinent data (standardized test scores and classroom summative assessments aligned with school PowerStandards) as well as use feedback from all stakeholders in the form of surveys, evaluations and collaboration meetings. All teams meet regularly and include at least one administrator, teacher, paraprofessionals, parent and student. They evaluate components of the school improvement process/cycle that is composed of four fundamental stages through which team collects data, study and analyze the data, plan for implementation, and follow through with fidelity.

Summary data is provided in our Annual Education Report (AER) which is posted online at our school website with a printed copy available in the main office for review as well as communicated at our parent orientation meeting in August annually.

Staff members are divided into School Improvement teams at the start of the year and each team meets throughout the year to discuss and evaluate programs.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

For State data specifically (MEAP/ now known as the new M-STEP assessment) SIT Teams annually evaluate school wide objective statements to determine if goals have been met and to revise objectives for following years through 85% proficiency requirements by June 30, 2022. School Improvement Teams also analyze and evaluate data from the following sources to see if growth and targets have been met:

- * Scantron Performance Series Growth
- *Report Card Data
- *Discipline/At-Risk Factors
- *MDE Scorecard & District Attendance Percentages
- *Parent-Teacher Conference Attendance/Parental Involvement
- *Staff Performance Evaluations
- *Annual Stakeholder Feedback Surveys

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Evaluation is ongoing and school teams meet as data is available to evaluate and implement any necessary corrective measures/activities to ensure annual success in meeting SIP goals.

Teams meet to evaluate strategies/activities, determine whether implementation was effective and whether or not to continue or remove activities related to SIP strategies/goals based on multiple years of data. They also determine if there are any additional needs (new) and use our Let's SIP-IT Together form to identify gaps/needs in achievement, new resources/PD/activities, an action/implementation plan as well as resources profile for budget planning.

The Evaluate component of the school improvement process/cycle includes the following:

*Evaluate - Ensure implementation was effective (i.e. ample training/guidance, materials/resources used, programs took place as scheduled, appropriate student services, etc.), review valid data sources and determine whether to continue, modify or remove programs/services. School stakeholders also participate in school improvement surveys which provide additional data sources for evaluation of our activities for the Academy's SIP strategies/goals including parent feedback surveys for parental involvement activities after each event.

Summary data is provided in our Annual Education Report (AER) which is posted online on the Academy's website with a printed copy available in the Main Office for review as well as communicated at the beginning of the school year with parents during the Parent Orientation meeting in August.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

The Academy determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards by using multiple data sources. The Academy's School Improvement Action Research Team (ART) subcommittees meet to further examine the data and determine whether the School-wide program has been effective.

All data is disaggregated by subgroups so that gaps/needs may be identified and evaluation of improvement for these subgroups is also reviewed in completing the Academy's School Data Profile (SDP) and Comprehensive Needs Assessment (CNA). While the Academy continues to meet adequate yearly accountability requirements, the school improvement teams have aligned school improvement goals to the needs of students who are furthest from achieving the standards (At-Risk and/or High Priority (HP) students).

Formative and summative assessment data is summarized in students' end-of-year report cards; the results measure goal attainment for a school average of 85% of returning students demonstrate proficiency or minimum growth of 4% annually until 85% is met and maintained. Discipline/At-Risk factors include school average of less than 15% of students with significant disruptions to learning. Success of the school-wide program would be reflected in a decrease of minimum 2% each marking period until 15% or less is met and maintained.

District attendance percentages would show a school attendance average of 94-95%, which successfully meets MDE attendance goals. Successful Parent-Teacher Conference Attendance/Parental Involvement is defined as 100% of parents attending at least one conference annually with a school average of 95% of parents attending all three scheduled annual conferences.

Successful staff performance evaluations are measured with a school average of 90% of returning instructional staff rated as proficient for each overall standard using the McRel evaluation tool and/or District created standard-based evaluations or an increase of 5% annually until 90% is met and maintained.

Successful annual stakeholder feedback surveys are measured with a school average of 85% satisfactory ratings or a growth of minimum 4% annually until 85% is met and maintained.

The above listed measures are used extensively by the ART subcommittees to further analyze and determine the effectiveness of the schoolwide program in increasing the achievement of students who are furthest from achieving the standards.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

To ensure continuous improvement of students in the schoolwide program, the Academy revises the plan as necessary based on the results of the Comprehensive Needs Assessment (CNA). Revisions include updating goals (objectives, measures, strategies, activities & resources) per MDE guidance, scientifically research-based best practice and data-driven decision making involving all key stakeholders. The Comprehensive Needs Assessment (CNA) is shared with all School Improvement Team subcommittees.

The Action Research Team (ART) subcommittees review the results and gap analysis, and make the appropriate evaluations. The teams further revise the School Improvement Plan with a focus on updating the objectives, measures, strategies, activities and resources per Michigan Department of Education guidance, scientifically research based best practices and data driven decision making involving all key stakeholders. The Action Research Team (ART) subcommittees' leads are provided access to AdvancED to update applicable narratives for the plan as well as complete the School Data Profile and Goals Management activities. For the School Improvement Framework Standards, the Academy has created an online survey that is administered and results are compiled for teams to use in determining school performance ratings as well as identifying areas of improvement. Each ART lead is responsible for facilitating school stakeholders in the Design/Plan, Implement & Evaluate components of the school improvement process/cycle, which provides a basis for plan revision(s) as necessary.

Central Office staff members further support the ARTs and building administrators by providing guidance/mentoring to school teams, researching interventions and providing proposed resources and professional development activities for review/evaluation and compiling data sources for school teams to review and evaluate.

School improvement activities are completed successfully with collaboration amongst school teams including between sister academies who service similar demographics of students with similar programs and with facilitated support from Central Office as provided by the management company, Hamadeh Educational Services, Inc.

Plan for Single Building District Improvement Plan

Overview

Plan Name

Plan for Single Building District Improvement Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Noor International Academy will increase their proficiency in reading.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$4600
2	All students at Noor International Academy will increase their proficiency in mathematics.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$1400
3	All students at Noor International Academy will increase their proficiency in social studies.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$4000
4	All students at Noor International Academy will increase their proficiency in science.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$2150

Goal 1: All students at Noor International Academy will increase their proficiency in reading.

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth and Seventh grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading in English Language Arts by 06/30/2022 as measured by state level assessments, where an annual increase of 2% will occur from the baseline of 78.13% in 2012-2013..

Strategy 1:

Differentiated Instruction-Teachers will use differentiated instruction to address the needs of all students. - In differentiated classrooms, certain essential understandings and skills are goals for all learners. However, some students need repeated experiences to master them, and other students master them swiftly. The teacher in a differentiated classroom understands that she or he does not show respect for students by ignoring their learning differences. The teacher continually tries to understand what individual students need to learn most effectively, and she attempts to provide learning options that are a good fit for each learner whenever she can. The classroom teacher shows respect for learners by honoring both their commonalities and differences, not by treating them alike. Differentiated instruction adapts instruction to meet the needs of individual learners, providing all students with appropriate levels of challenges and the appropriate support to help them reach their goals. Teachers in differentiated classes understand the need to help students take responsibility and leadership for their own growth, teaching students how to be active in making and evaluating their learning, assessment results and decisions.

Research Cited: "Differentiation in Practice" Thomlinson, Carol Ann and Cunningham, Edison, Caroline, ASCD, 2003

Other research includes:

Vigorous learning actually changes the physiology of the brain (Caine and Caine, 1991). Students learn best when presented with moderate challenges-not so difficult that the learner feels threatened, and not so simple that the learner "coasts" through without having to think deeply or solve new problems (Bess, 1997, Czikszenmihalyi, Rathunde and Whalen, 1993; Tomlinson, 1999).

Tier: Tier 1

Activity - Incorporation of Marzano's Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model incorporate and guide students using Marzano's Academic Vocabulary in K-8th grades in daily instruction across the curriculum to increase vocabulary comprehension, fluency in reading and writing skills.	Materials, Direct Instruction	Tier 1	Monitor	09/08/2015	06/30/2016	\$0	General Fund	General Education Teachers, Special Education Teachers, Specials Teachers

Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All instructional staff will participate in collaborative meetings regarding the analysis of student achievement data for the purpose of creating flexible differentiated groupings in the classroom.	Other	Tier 1	Evaluate	09/08/2015	06/13/2016	\$0	No Funding Required	Lead Administrators Content Area Teachers
Activity - Professional Development-Differentiated Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will attend professional development sessions, within the building and at local ISDs, regarding strategies for effective implementation of differentiated instruction in the classroom, including guided reading groups, literacy centers, writing groups.	Professional Learning	Tier 1	Monitor	08/24/2015	06/13/2016	\$300	Title II Part A	Content Area Teachers Lead Administrators Beginning Mentor Teachers
Activity - Monitoring of Differentiated Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators will conduct weekly/bi-weekly walkthroughs using the McRel Power Walkthrough form that focuses on the integration of higher order thinking (Bloom's Taxonomy), differentiation strategies and student grouping. Administrators will focus on the essential components of the reading strategies being implemented in the classroom. Mentoring or conferencing will take place between administrators and teachers after walkthroughs to discuss, evaluate and create action plans of effectiveness if needed. Walkthrough data will also be analyzed, discussed and further mentoring will be given during Beginning Teacher Mentor meetings on various reading strategies.	Walkthrough	Tier 2	Monitor	09/08/2015	06/13/2016	\$0	No Funding Required	Lead Administrators Content Area Teachers Beginning Mentor Teachers/Lead Teachers

Strategy 2:

Reading for Meaning - All instructional K-7 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."

Research Cited: Pressley, M. (2006). Reading instruction that works: The case for balanced teaching. New York: The Guildford Press.

"Reading for Meaning is a research based strategy that helps all readers build skills that proficient readers use to make sense of challenging texts. Regular use of the strategy gives students the opportunity to practice and master the three phases of critical reading that lead to reading success, including previewing and predicting before reading, actively searching for relevant information during reading, and reflecting on learning after reading."

The author states that "In general, the conscious processing that is excellent reading begins before reading, continues during reading and persists after reading is completed." Thus, good readers are actively engaged not only during reading but also before reading and after reading.

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Research Cited: Pressley, M. (2006). Reading instruction that works: The case for balanced teaching. New York: The Guildford Press.

Tier: Tier 1

Activity - Teacher Training on Reading for Meaning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All general and special education instructional staff will participate in training on implementing the Reading for Meaning strategy through a series of on site professional development sessions using the "The Core Six Essential Strategies for Achieving Excellence with the Common Core."	Professional Learning	Tier 1	Getting Ready	08/24/2015	10/02/2015	\$300	Title II Part A	Lead Building Administrator, Content Teachers, Mentor Teachers
Activity - Technology Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All general instruction and special education teachers will implement the My On Reading program for K-7th grades and eventually K-8th grades, as a supplement to the core academic reading program. Teachers will utilize the program during school hours, for additional homework support, after school tutoring and summer school to increase students exposure to reading comprehension skills, fluency, and vocabulary.	Technology	Tier 1	Getting Ready	08/24/2015	08/01/2016	\$4000	Title III	Lead Administrator Classroom content Teachers Special Education Teacher
Activity - Progress Monitoring-Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area teachers will monitor student comprehension through bi-weekly assessments that model standardized test questions, as well as monitor students progress using data analysis reports from the My On Reading online program.	Other	Tier 1	Monitor	09/08/2015	06/13/2016	\$0	No Funding Required	Lead Administrators Content Area Teachers Special Education Teachers

Goal 2: All students at Noor International Academy will increase their proficiency in mathematics.

Measurable Objective 1:

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85% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth and Seventh grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency where an annual increase of 2% will occur from the baseline of 74.19% in 2012-2013 in Mathematics by 06/30/2022 as measured by state level assessments.

Strategy 1:

Differentiated Instruction-Teachers will use differentiated instruction to address the needs of all students in mathematics. - Differentiated Instruction-Teachers will use differentiated instruction to address the needs of all students. - In differentiated classrooms, certain essential understandings and skills are goals for all learners. However, some students need repeated experiences to master them, and other students master them swiftly. The teacher in a differentiated classroom understands that she or he does not show respect for students by ignoring their learning differences. The teacher continually tries to understand what individual students need to learn most effectively, and she attempts to provide learning options that are a good fit for each learner whenever she can. The classroom teacher shows respect for learners by honoring both their commonalities and differences, not by treating them alike.

Differentiated instruction adapts instruction to meet the needs of individual learners, providing all students with appropriate levels of challenges and the appropriate support to help them reach their goals. Teachers in differentiated classes understand the need to help students take responsibility and leadership for their own growth, teaching students how to be active in making and evaluating their learning, assessment results and decisions.

Research Cited: "Differentiation in Practice" Tomlinson, Carol Ann and Cunningham, Edison, Caroline, ASCD, 2003

Research Cited: Vigorous learning actually changes the physiology of the brain (Caine and Caine, 1991). Students learn best when presented with moderate challenges-not so difficult that the learner feels threatened, and not so simple that the learner "coasts" through without having to think deeply or solve new problems (Bess, 1997, Czikszenmihalyi, Rathunde and Whalen, 1993; Tomlinson, 1999).

Tier: Tier 1

Activity - Cooperative Learning Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One way for teachers to incorporate and implement differentiated learning groups is through the use of cooperative learning groups. Teachers will analyze student data and group students by area of need. This will allow teachers and paraprofessionals to provide targeted instruction to small groups of students on high priority areas in mathematics at each grade level. This instructional strategy will also allow students to learn at their individualized level.	Direct Instruction	Tier 2	Implement	09/08/2015	06/13/2016	\$0	No Funding Required	Lead Administrators Classroom Teachers Paraprofessionals Special Education Teachers
Activity - Explicit Teaching in Mathematics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will utilize the instructional strategy of explicit teaching when introducing new math concepts and skills. The teacher will use explicit teaching to provide guided instruction in the basic understanding of required grade level skills, which students will then build upon through practice, collaboration, repetition, hands on activities and assessments. Teachers will ensure that a purpose is set for learning (daily objective), telling students how to complete a task, allowing students to show how to complete the task, provide guided practice and then hands on applications of the new learning.	Direct Instruction	Tier 1		09/08/2015	06/13/2016	\$0	No Funding Required	General Education Teachers, Special Education Teachers,
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Activity - Section 31a Service Providers in Mathematics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provisions made for funding of support staff to provide a multitiered system of support in a schoolwide setting for identified Section 31a students in grades K-7 math in the core content areas. Students will be identified collaboratively between administration and teachers using standardized assessment data to make informed decisions, which will then be openly communicated with service providers.	Academic Support Program	Tier 2	Implement	09/08/2015	06/13/2016	\$0	Section 31a	Section 31a Funded Paraprofessionals Classroom Content Teachers Lead Administrators

Activity - Technology Integration-Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area teachers will utilize interactive websites such as Math IXL and classroom technology tools to support the flexible differentiated groupings within the classroom. The online resource will also be used as a supplemental resource to the core curriculum math program to provide remediation, homework practice and to practice mathematical computation skills.	Technology	Tier 1	Implement	09/08/2015	06/13/2016	\$1400	Title I Part A	Content Area Teachers Special Education Teacher

Strategy 2:

Focused Instructional Math Model (FIM) - The Focused Instructional Model is 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. It is an integrative, holistic approach to teaching built upon instructional best-practices and remediation of grade level Power Standards throughout the school year, by providing practice of skills, and procedures.

Research Cited: "Classroom Instruction that Works: Researched Based Strategies" Marano, Rober J., Debra J. Pickering and Jane Pollack, ASCD, 2001.

Tier: Tier 1

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Activity - Professional Development-Focused Instructional Math Model (FIM)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a workshop titled Focused Instructional Math Model (FIM) in August to create aligned and targeted daily practice math sheets in order to provide students consistent exposure to high priority, grade level standards. The practice sheets will be aligned directly to the Common Core Standards and district wide Power Standards.	Professional Learning	Tier 1	Getting Ready	08/24/2015	09/08/2015	\$0	No Funding Required	Lead Administrators Content Area Teachers Special Education Teachers
Activity - Targeted Skill Building-Aligned to Student Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize student Scantron Performance Series data throughout the school year to pull targeted math lessons for each individual student. These lessons will be targeted to the identified learning gaps for each individual student. Teachers will monitor students progress through formative assessments throughout the year.	Direct Instruction	Tier 1	Implement	09/08/2015	06/13/2016	\$0	No Funding Required	Classroom Teachers Paraprofessionals
Activity - Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beginning Mentor Teachers, teachers and staff members will use the student data results from the bi-weekly Progress Monitoring formative assessments consistently during Beginning Mentor meetings and staff wide meetings to evaluate, analyze and desegregate student data in order to better identify high priority areas and effectively plan to target those gap areas.	Teacher Collaboration	Tier 1	Evaluate	09/08/2015	06/13/2016	\$0	No Funding Required	Classroom Teachers Beginning Mentor Teachers

Goal 3: All students at Noor International Academy will increase their proficiency in social studies.

Measurable Objective 1:

85% of Fifth grade students will demonstrate a proficiency where an annual increase of 7% will occur from the baseline of 31% in 2013-2014 in Social Studies by 06/30/2022 as measured by the state standardized assessment .

Strategy 1:

Summarizing and Note Taking - Teachers will model the note taking process and provide explicit instruction on note taking and summarizing to ensure that students are becoming successful note takers, which will benefit students across all content areas.

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Research Cited: Effective summarizing leads to an increase in student learning. Helping students recognize how information is structured will help them summarize what they read or hear. Students who can effectively summarize learn to synthesize information, a higher order thinking skill which includes analyzing information, identifying key concepts and defining important information. Note taking is a related strategy that teachers use to support student learning.

Research Cited: Classroom Instruction that Works: Marzano, Robert J., Pickering, Debra and Pollack, Jane. ASCD (2001).

Tier: Tier 1

Activity - Close and Critical Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize skills and strategies learned on Close and Critical Reading Strategies that will help students break down, comprehend and analyze informational text in social studies and English Language Arts to increase comprehension of text.	Direct Instruction	Tier 1		09/08/2015	06/13/2016	\$0	No Funding Required	Content Area Teachers Special Education Teachers
Activity - Concept Maps	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use concept maps to help students develop an understanding of knowledge, explore new information and relationships. Concepts maps will include a variety of graphic organizers.	Direct Instruction		Implement	09/08/2015	06/13/2016	\$0	No Funding Required	Content Area Teachers Special Education Teachers
Activity - Think Pair Share	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the SIOP based Think, Pair, Share instructional strategy to introduce new material, review material and to incorporate collaborative pairs with a focus on the English Language skills of listening, speaking, reading and writing.	Direct Instruction		Implement	09/08/2015	06/13/2016	\$0	No Funding Required	Content Area Teachers

Strategy 2:

Thematic Instruction and Unit Planning - Teachers will teach social studies content in organized themes that will link students to real world life experiences, informational text, authentic assessments and project based learning with the use of rubrics.

Research Cited: Effective thematic instruction involves using a theme as conceptual glue for learners, strengthening bonds to knowledge. Thematic instruction has been shown to increase student achievement (Beane, 1997, Kovalik, 1994). Effective instruction presents new information by reaching out to existing knowledge rather than presenting skills and facts in isolation. Themes are a way of understanding new concepts.

Tier:

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Activity - Monitoring of Thematic Lessons and Themes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators will conduct Power Walkthroughs that will focus on essential components of thematic planning, higher order thinking and project based assessments. Conferencing between administrators and teachers will take place after walkthroughs to evaluate effectiveness of planning on student achievement.	Walkthrough		Monitor	09/08/2015	06/13/2016	\$0	No Funding Required	Content Area Teachers Lead Administrators
Activity - Academic Aligned Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan academic aligned field trips to thematic units, in order to provide students with real life experience and hands on learning in order to comprehend and make connections to learning in the classroom.	Field Trip		Implement	09/08/2015	06/13/2016	\$2000	General Fund	Content Area Teachers

Strategy 3:

Differentiated Instruction-Teachers will use differentiated instruction to address the needs of all students in social studies. - Differentiated Instruction-Teachers will use differentiated instruction to address the needs of all students. - In differentiated classrooms, certain essential understandings and skills are goals for all learners. However, some students need repeated experiences to master them, and other students master them swiftly. The teacher in a differentiated classroom understands that she or he does not show respect for students by ignoring their learning differences. The teacher continually tries to understand what individual students need to learn most effectively, and she attempts to provide learning options that are a good fit for each learner whenever she can. The classroom teacher shows respect for learners by honoring both their commonalities and differences, not by treating them alike.

Differentiated instruction adapts instruction to meet the needs of individual learners, providing all students with appropriate levels of challenges and the appropriate support to help them reach their goals. Teachers in differentiated classes understand the need to help students take responsibility and leadership for their own growth, teaching students how to be active in making and evaluating their learning, assessment results and decisions.

Research Cited: "Differentiation in Practice" Thomlinson, Carol Ann and Cunningham, Edison, Caroline, ASCD, 2003

Research Cited: Vigorous learning actually changes the physiology of the brain (Caine and Caine, 1991). Students learn best when presented with moderate challenges-not so difficult that the learner feels threatened, and not so simple that the learner "coasts" through without having to think deeply or solve new problems (Bess, 1997, Czikszenmihalyi, Rathunde and Whalen, 1993; Tomlinson, 1999).

Tier:

Activity - Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will plan field trips that support content being taught in the classroom, in order to give students experiences with making connections to the real world. Field trips must align to grade level content and social studies skills.	Field Trip		Implement	09/08/2015	06/13/2016	\$2000	General Fund	Content Area Teachers
Activity - Monitoring of Differentiated Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators will conduct walk throughs that focus on the essential components of the social studies strategies being implemented. Conferencing between administrators and teachers will take place after walk throughs to evaluate use and effectiveness.	Walkthrough		Monitor	09/08/2015	06/13/2016	\$0	No Funding Required	Content area teachers Building administrators
Activity - Collaborative Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement and utilize collaborative groups, partner work and collaborative roles within the classroom to promote skills. In small groups, students will share strengths and also develop their weaker skills. They develop their interpersonal skills. They learn to deal with conflict. When cooperative groups are guided by clear objectives, students engage in numerous activities that improve their understanding of subjects explored.	Direct Instruction		Implement	09/08/2015	06/13/2016	\$0	No Funding Required	Content Area Teachers Special Education Teachers

Goal 4: All students at Noor International Academy will increase their proficiency in science.

Measurable Objective 1:

85% of Fourth and Seventh grade students will demonstrate a proficiency where an annual increase of 8% will occur from the baseline of 26% in 2013-2014 in Science by 06/30/2022 as measured by the state standardized assessment .

Strategy 1:

Generating and Testing Hypothesis - Generating and Testing Hypothesis: Teachers will encourage students to make inquiries and to test their hypotheses through authentic learning experiences and hands on activities.

Research Cited: "Classroom Instruction that Works: Research-Based Strategies," Marzano, Robert J., Pickering Pollock, Jane E., ASCD, 2001.

Across content areas, inquiry in the classroom turns naive curiosity to the learner's advantage. Effective teachers create science classrooms and give students opportunities to guide students through the process of asking questions, generating hypotheses, making inquiries, predictions, investigating through testing or research, making observations and finally analyzing and communicating results.

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Understanding increases when students are asked to explain the scientific principals they are working from and the hypotheses they generate from these principals. (Lavoie, 1999; Lavoie & Good, 1988; Lawson, 1998).

Stodart, T., Pinal, A., Latzke, M., & Canaday, D., "Integrating inquiry science and language development for English language learners," Journal of Research in Science Teaching 39, 8 (2002): 644-687

Research Cited: "Classroom Instruction that Works: Research-Based Strategies," Marzano, Robert J., Pickering Pollock, Jane E., ASCD, 2001.

Tier: Tier 1

Activity - Science Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area teachers will utilize and implement interactive websites such as BrainPop, Discovery Education, web based resources, virtual science labs and classroom technology tools to support grade level science standards.	Technology	Tier 1		09/08/2015	06/13/2016	\$2000	Title II Part A	Content Area Teachers

Activity - Inquiry Based Learning Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators will conduct McRel Power Walkthroughs that will focus on the essential componetns of Inquiry Based Learning strategies being implemented. Teachers and support staff will conference with administration to evaluate the effectiveness of the strategies in place. Teachers will also be provided additional mentoring through the Beginning Teacher Mentor program on the inquiry based teaching approach.	Walkthrough	Tier 1	Monitor	09/08/2015	06/13/2016	\$0	No Funding Required	Content Area Teachers Lead Administrators

Strategy 2:

Marzano's Academic Vocabulary - Teachers will use research based strategies and resources in the classroom during daily instruction of all grade levels and content areas to improve mathematical and science (STEM) skills across the content areas. Teachers will incorporate Marzano's Academic Vocabulary into daily instruction, Bloom's Taxonomy and higher order thinking into daily instruction, Close and Critical reading strategies, and hands on learning through the incorporation of academic vocabulary, in conjunction with experiments, online simulation and gaming experiences and authentic and meaningful opportunities to practice science skills across the curriculum, while also promoting students to be independent critical thinkers.

Students will use a variety of graphic organizers, such as Venn Diagrams, the Frayer model, Marazno's graphic organizers, academic vocabulary journals to make the vocabulary relevant and memorable to them.

Research Cited: "Classroom Instruction That Works: Research Based Strategies", Marzano, Robert J., Pickering Pollock, Jane E., ASCD, 2001.

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Research Cited: Research Cited: "Classroom Instruction That Works: Research Based Strategies", Marzano, Robert J., Pickering Pollock, Jane E., ASCD, 2001.

Tier: Tier 1

Activity - Word Wall	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize wall space in their classrooms to display key academic vocabulary terms and definitions for students to continually reference and interact with throughout the curriculum unit.	Direct Instruction	Tier 1		09/08/2015	06/13/2016	\$150	Title II Part A	Content Area Teachers Special Education Teachers
Activity - Monitoring Increase of Vocabulary Skills and Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators will conduct walkthroughs that focus on the essential components of the Reading Strategies and science academic vocabulary words implemented in lesson plans and unit plans. Conferencing between administrators and teachers will take place after walk throughs to discuss effectiveness of implementation.	Walkthrough	Tier 1		09/08/2015	06/13/2016	\$0	No Funding Required	Content area teachers Building administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Section 31a Service Providers in Mathematics	Provisions made for funding of support staff to provide a multitiered system of support in a schoolwide setting for identified Section 31a students in grades K-7 math in the core content areas. Students will be identified collaboratively between administration and teachers using standardized assessment data to make informed decisions, which will then be openly communicated with service providers.	Academic Support Program	Tier 2	Implement	09/08/2015	06/13/2016	\$0	Section 31a Funded Paraprofessionals Classroom Content Teachers Lead Administrators

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Integration-Math	Content area teachers will utilize interactive websites such as Math IXL and classroom technology tools to support the flexible differentiated groupings within the classroom. The online resource will also be used as a supplemental resource to the core curriculum math program to provide remediation, homework practice and to practice mathematical computation skills.	Technology	Tier 1	Implement	09/08/2015	06/13/2016	\$1400	Content Area Teachers Special Education Teacher

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Field Trips	Teachers will plan field trips that support content being taught in the classroom, in order to give students experiences with making connections to the real world. Field trips must align to grade level content and social studies skills.	Field Trip		Implement	09/08/2015	06/13/2016	\$2000	Content Area Teachers

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Incorporation of Marzano's Academic Vocabulary	Teachers will model incorporate and guide students using Marzano's Academic Vocabulary in K-8th grades in daily instruction across the curriculum to increase vocabulary comprehension, fluency in reading and writing skills.	Materials, Direct Instruction	Tier 1	Monitor	09/08/2015	06/30/2016	\$0	General Education Teachers, Special Education Teachers, Specials Teachers
Academic Aligned Field Trips	Teachers will plan academic aligned field trips to thematic units, in order to provide students with real life experience and hands on learning in order to comprehend and make connections to learning in the classroom.	Field Trip		Implement	09/08/2015	06/13/2016	\$2000	Content Area Teachers

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Close and Critical Reading Strategies	Teachers will utilize skills and strategies learned on Close and Critical Reading Strategies that will help students break down, comprehend and analyze informational text in social studies and English Language Arts to increase comprehension of text.	Direct Instruction	Tier 1		09/08/2015	06/13/2016	\$0	Content Area Teachers Special Education Teachers
Monitoring of Thematic Lessons and Themes	Building administrators will conduct Power Walkthroughs that will focus on essential components of thematic planning, higher order thinking and project based assessments. Conferencing between administrators and teachers will take place after walkthroughs to evaluate effectiveness of planning on student achievement.	Walkthrough		Monitor	09/08/2015	06/13/2016	\$0	Content Area Teachers Lead Administrators
Cooperative Learning Groups	One way for teachers to incorporate and implement differentiated learning groups is through the use of cooperative learning groups. Teachers will analyze student data and group students by area of need. This will allow teachers and paraprofessionals to provide targeted instruction to small groups of students on high priority areas in mathematics at each grade level. This instructional strategy will also allow students to learn at their individualized level.	Direct Instruction	Tier 2	Implement	09/08/2015	06/13/2016	\$0	Lead Administrators Classroom Teachers Paraprofessionals Special Education Teachers
Think Pair Share	Teachers will utilize the SIOP based Think, Pair, Share instructional strategy to introduce new material, review material and to incorporate collaborative pairs with a focus on the English Language skills of listening, speaking, reading and writing.	Direct Instruction		Implement	09/08/2015	06/13/2016	\$0	Content Area Teachers

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Professional Development-Focused Instructional Math Model (FIM)	Teachers will participate in a workshop titled Focused Instructional Math Model (FIM) in August to create aligned and targeted daily practice math sheets in order to provide students consistent exposure to high priority, grade level standards. The practice sheets will be aligned directly to the Common Core Standards and district wide Power Standards.	Professional Learning	Tier 1	Getting Ready	08/24/2015	09/08/2015	\$0	Lead Administrators Content Area Teachers Special Education Teachers
Collaborative Groups	Teachers will implement and utilize collaborative groups, partner work and collaborative roles within the classroom to promote skills. In small groups, students will share strengths and also develop their weaker skills. They develop their interpersonal skills. They learn to deal with conflict. When cooperative groups are guided by clear objectives, students engage in numerous activities that improve their understanding of subjects explored.	Direct Instruction		Implement	09/08/2015	06/13/2016	\$0	Content Area Teachers Special Education Teachers
Data Analysis	All instructional staff will participate in collaborative meetings regarding the analysis of student achievement data for the purpose of creating flexible differentiated groupings in the classroom.	Other	Tier 1	Evaluate	09/08/2015	06/13/2016	\$0	Lead Administrators Content Area Teachers
Monitoring of Differentiated Strategies	Building administrators will conduct walk throughs that focus on the essential components of the social studies strategies being implemented. Conferencing between administrators and teachers will take place after walk throughs to evaluate use and effectiveness.	Walkthrough		Monitor	09/08/2015	06/13/2016	\$0	Content area teachers Building administrators
Inquiry Based Learning Monitoring	Building administrators will conduct McRel Power Walkthroughs that will focus on the essential components of Inquiry Based Learning strategies being implemented. Teachers and support staff will conference with administration to evaluate the effectiveness of the strategies in place. Teachers will also be provided additional mentoring through the Beginning Teacher Mentor program on the inquiry based teaching approach.	Walkthrough	Tier 1	Monitor	09/08/2015	06/13/2016	\$0	Content Area Teachers Lead Administrators

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Explicit Teaching in Mathematics	Teachers will utilize the instructional strategy of explicit teaching when introducing new math concepts and skills. The teacher will use explicit teaching to provide guided instruction in the basic understanding of required grade level skills, which students will then build upon through practice, collaboration, repetition, hands on activities and assessments. Teachers will ensure that a purpose is set for learning (daily objective), telling students how to complete a task, allowing students to show how to complete the task, provide guided practice and then hands on applications of the new learning.	Direct Instruction	Tier 1		09/08/2015	06/13/2016	\$0	General Education Teachers, Special Education Teachers,
Targeted Skill Building-Aligned to Student Data	Teachers will utilize student Scantron Performance Series data throughout the school year to pull targeted math lessons for each individual student. These lessons will be targeted to the identified learning gaps for each individual student. Teachers will monitor students progress through formative assessments throughout the year.	Direct Instruction	Tier 1	Implement	09/08/2015	06/13/2016	\$0	Classroom Teachers Paraprofessionals
Monitoring Increase of Vocabulary Skills and Strategies	Building administrators will conduct walkthroughs that focus on the essential components of the Reading Strategies and science academic vocabulary words implemented in lesson plans and unit plans. Conferencing between administrators and teachers will take place after walk throughs to discuss effectiveness of implementation.	Walkthrough	Tier 1		09/08/2015	06/13/2016	\$0	Content area teachers Building administrators
Data Analysis	Beginning Mentor Teachers, teachers and staff members will use the student data results from the bi-weekly Progress Monitoring formative assessments consistently during Beginning Mentor meetings and staff wide meetings to evaluate, analyze and desegregate student data in order to better identify high priority areas and effectively plan to target those gap areas.	Teacher Collaboration	Tier 1	Evaluate	09/08/2015	06/13/2016	\$0	Classroom Teachers Beginning Mentor Teachers

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Monitoring of Differentiated Strategies	Building administrators will conduct weekly/bi-weekly walkthroughs using the McRel Power Walkthrough form that focuses on the integration of higher order thinking (Bloom's Taxonomy), differentiation strategies and student grouping. Administrators will focus on the essential components of the reading strategies being implemented in the classroom. Mentoring or conferencing will take place between administrators and teachers after walkthroughs to discuss, evaluate and create action plans of effectiveness if needed. Walkthrough data will also be analyzed, discussed and further mentoring will be given during Beginning Teacher Mentor meetings on various reading strategies.	Walkthrough	Tier 2	Monitor	09/08/2015	06/13/2016	\$0	Lead Administrators Content Area Teachers Beginning Mentor Teachers/ Lead Teachers
Progress Monitoring-Data Analysis	Content area teachers will monitor student comprehension through bi-weekly assessments that model standardized test questions, as well as monitor students progress using data analysis reports from the My On Reading online program.	Other	Tier 1	Monitor	09/08/2015	06/13/2016	\$0	Lead Administrators Content Area Teachers Special Education Teachers
Concept Maps	Teachers will use concept maps to help students develop an understanding of knowledge, explore new information and relationships. Concepts maps will include a variety of graphic organizers.	Direct Instruction		Implement	09/08/2015	06/13/2016	\$0	Content Area Teachers Special Education Teachers

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development-Differentiated Instructional Strategies	Instructional staff will attend professional development sessions, within the building and at local ISDs, regarding strategies for effective implementation of differentiated instruction in the classroom, including guided reading groups, literacy centers, writing groups.	Professional Learning	Tier 1	Monitor	08/24/2015	06/13/2016	\$300	Content Area Teachers Lead Administrators Beginning Mentor Teachers

Single Building District Improvement Plan

Noor International Academy

Teacher Training on Reading for Meaning	All general and special education instructional staff will participate in training on implementing the Reading for Meaning strategy through a series of on site professional development sessions using the "The Core Six Essential Strategies for Achieving Excellence with the Common Core."	Professional Learning	Tier 1	Getting Ready	08/24/2015	10/02/2015	\$300	Lead Building Administrator, Content Teachers, Mentor Teachers
Word Wall	Teachers will utilize wall space in their classrooms to display key academic vocabulary terms and definitions for students to continually reference and interact with throughout the curriculum unit.	Direct Instruction	Tier 1		09/08/2015	06/13/2016	\$150	Content Area Teachers Special Education Teachers
Science Technology	Content area teachers will utilize and implement interactive websites such as BrainPop, Discovery Education, web based resources, virtual science labs and classroom technology tools to support grade level science standards.	Technology	Tier 1		09/08/2015	06/13/2016	\$2000	Content Area Teachers

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Integration	All general instruction and special education teachers will implement the My On Reading program for K-7th grades and eventually K-8th grades, as a supplement to the core academic reading program. Teachers will utilize the program during school hours, for additional homework support, after school tutoring and summer school to increase students exposure to reading comprehension skills, fluency, and vocabulary.	Technology	Tier 1	Getting Ready	08/24/2015	08/01/2016	\$4000	Lead Administrator Classroom content Teachers Special Education Teacher