



## **School Annual Education Report (AER) Cover Letter**

2019-03-08

Dear Parents and Community Members,

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Universal Learning Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teaching quality. If you have any questions about the AER, please contact Mrs. Loyal Boussi (School Principal) or Mrs. Nawal Hamadeh (Founder and Superintendent) for assistance.

The AER is available for you to review electronically by visiting the following web site: <http://bit.ly/2tNRPMq> or you may review a copy in the main office at your child's school.

For the 2017-18 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

\* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI - The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS - The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school has not been given one of these labels.



## Universal Learning Academy

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English Language Learners (ELL) continue to need additional interventions, especially those who have been identified as at-risk. Universal Learning Academy has implemented the Multi-Tier System of Supports (MTSS) process, and has incorporated an after school program designed to further support ELLs in addition to two Title III Intervention teachers working with Limited English Proficient (LEP) students in grades K-12. Furthermore, the Academy has utilized the research-based Rosetta Stone and Pearson's ILI 20 and ILIT ELL literacy programs to support students' acquisition of the English Language especially if they are identified as newcomers.

Universal Learning Academy's at risk students are provided services through the MTSS process to ensure academic gaps are identified and an opportunity for success is established. Tier 1 interventions are designed to ensure 85% of the students receive high quality instruction. The Academy's Tier 2 services (15% of students) provide students with support from paraprofessional and content area interventionists via small group instruction. The Academy's Tier 3 Services (5% of students) provide students with one on one intensive intervention via paraprofessionals and interventionists which are supplemental. Students who qualify for 31a services are in need of academic and/or social and emotional support, based on teacher/team decision-making, the use of multiple data sources, as well as evaluating progress every 6-8 weeks in conjunction with the use of summative assessment data. The Academy continues to utilize the Epstein model for Parent Involvement. School Improvement Teams (SITs) have updated the school's parent involvement plan, and parent compact in alignment with the MTSS process and expectations.

State law requires that we also report additional information.

### 1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

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

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.



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

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

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

At Universal Learning Academy, Comprehensive Needs Assessment (CNA) is an ongoing and continuous process of analyzing data as it is readily available throughout the school year and involves all key stakeholders including staff, parents, students and community members. Ongoing assessment, evaluation, mentoring/training and support is facilitated by the District through the Central Office who work closely with and lead the School Improvement (SI) Teams.

We utilize the School Improvement Framework (SIF) Process Cycle which has four (4) major components that cycle in a continuous process.

- 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?



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- Do Staff implements the strategies and action steps outlined in the plan.
- Gather Data II Where are we now (status) and did we reach our goals?

While the CNA is recommended to be conducted once every three to five years and revisited annually, the Academy completes it annually with updates made throughout the year as new data is made available. AdvancED continues to be used as the online tool to complete the School Data Profile which is a comprehensive analysis of our CNA.

The Academy's School-wide Reform Strategies (SRS), commonly referred to as the school Goals, are derived from the CNA and are focused on helping all students reach the State's standards. The goals are comprehensively written to cover all programs and services in keeping with accountability, transparency & reporting requirements. Implementation of these strategies with needed resources/materials, and professional development, to provide an enriched and accelerated curriculum for all students, are accounted for. The Academy has utilized AdvancED District/School Improvement Plan Goals and NCA Accredited Schools templates online, which allows staff to describe and present strategies in an action plan format within the consolidated, District-wide Improvement Plan.

The Academy's strategies address the needs of all children in the school, but particularly those of whom are low achieving, and meet the needs of students representing all major subgroups participating in our School-Wide Title I Program. Teachers are directed to meet student needs in utilizing our School Improvement Plan strategies, with continuous analysis to determine if student needs are met. CNA data and School Improvement Teams (SIT) review and evaluate continually to demonstrate how the SIP strategies are effective and how they are increasing student achievement, allowing the Academy to continue to meet District and School Accountability Scorecard requirements.

The Academy's Goals & Objectives continue to address Title I. The Academy's SIP has been submitted via AdvancED online planning tools by the deadline and will be available at the school upon request.



**3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

Universal Learning Academy is a public school academy that is authorized by Bay Mills Community College and is operating in a single building that is located at 28015 Joy Road, Westland, Wayne County, Michigan Street that served students in grades Pre-k through 12 with approximately 582 students in 2017-18. All students are equitably assigned to their building and have equal access to the full facility, programs, resources, technology, highly qualified staff and curriculum. The Academy was founded in 2004 by Mrs. Nawal Hamadeh, Founder and Superintendent and is managed by Hamadeh Educational Services, Inc. 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. Since the inception, the Academy continues to make progress in achieving the mission and goals envisioned by the Founder. Through publication of this report, the aim is to share progress, along with plans for continued growth and improvement into the future, with all stakeholders.

Universal Learning Academy is not considered a specialized school.

**4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL**

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

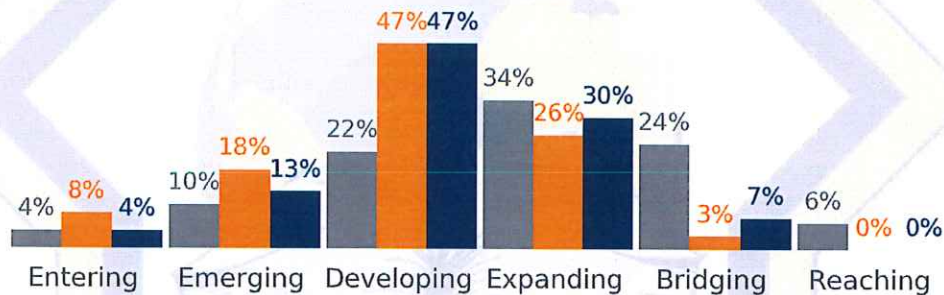
The district is in full implementation with the curriculum as Universal Learning Academy is in direct alignment with the MDE and Common Core Standards. All units are designed with the required learning standards. There is little to no variation with the state mandated learning standards. Teachers meet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



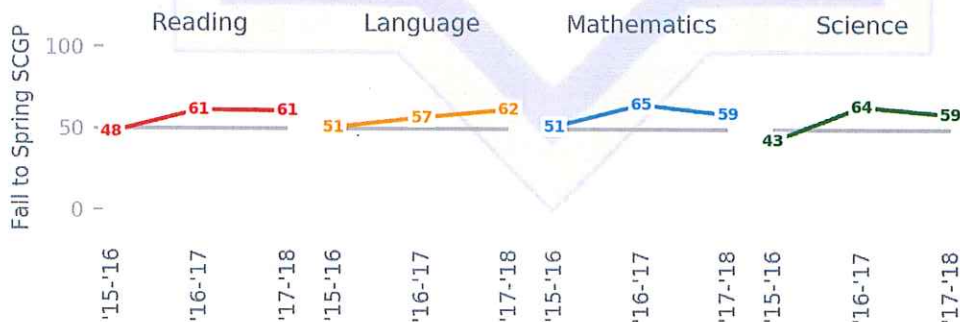
To get a copy of the district's core curriculum the parent and or perspective parent can come into the main office and request (in writing) a copy of the core curriculum they want. At that point, the curriculum coordinator and or principal will download the curriculum documents for the parent in paper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

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

2016, 2017, and 2018  
WIDA Composite Levels

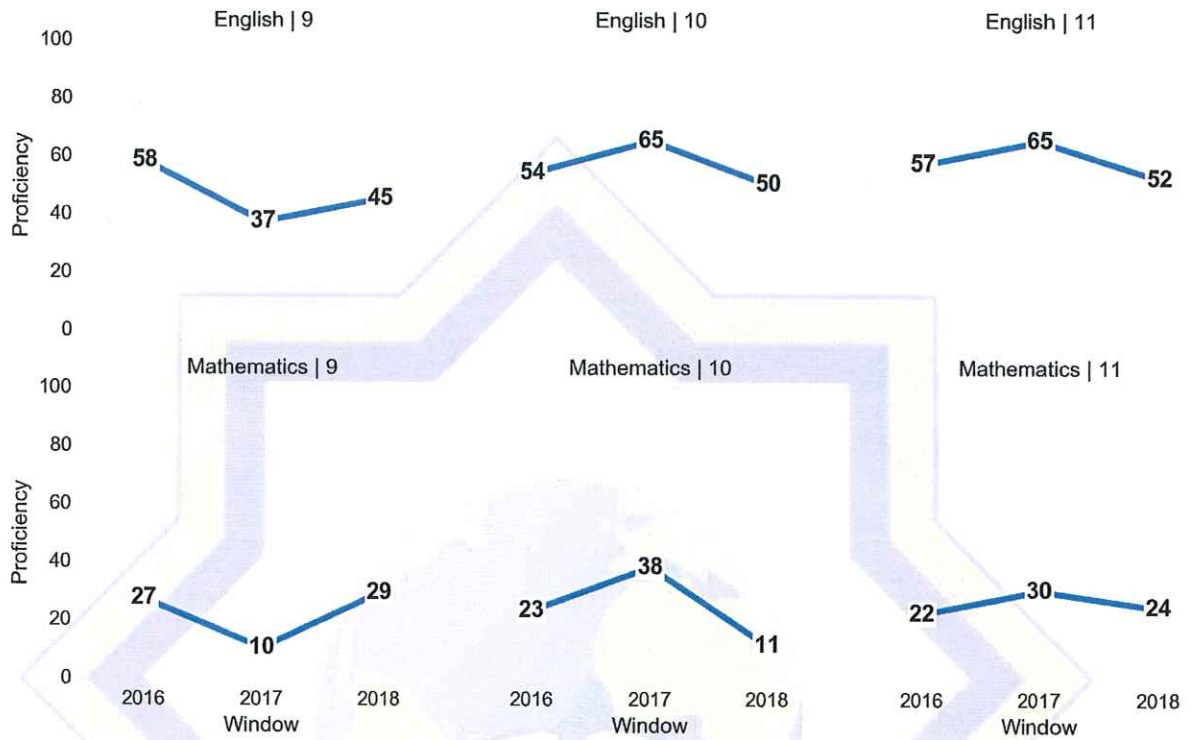


Fall to Spring SCGP Trends





PSAT and SAT "College Ready" Rates



6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Year	Student Count	Percentage
2016-17	686	100%
2017-18	582	98%

7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

Number of students 2016-17: 25

Percent from total population: 18% (of all HS students)

Number of students 2017-18: 15

Percent from total population: 10%



- b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)  
2016-17: 1  
2017-18: 2
- c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)  
2016-17: 17 (41%)  
2017-18: 17 (12%)
- d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT  
2016-17: 0 (0%)  
2017-18: 5 (29%)

Universal Learning Academy has undergone many challenges as other charter schools have, yet the Academy continues to achieve its mission, goals and objectives. Further, the Academy continues to attract students and parents that are impressed with the progress and programs. Universal Learning Academy continues to remain financially sound during times of economic crisis, educationally oriented to success, and prepared to exceed expectations of all stakeholders and customers.

Universal Learning Academy intends to continue improving the services for students and families well into the future. The Academy is committed to the practice of involving all stakeholders in these efforts –parents, teachers, students, staff, and the surrounding community. All stakeholders realize that through the collaborative process, the Academy has been able to achieve the progress outlined in this report.

We would like to express our gratitude and appreciation to all stakeholders for this collaborative spirit. The ultimate goal for Universal Learning Academy is to become a Reward School and rank in the 90th percentile in the state of Michigan.

Sincerely,

Mrs. Nawal Hamadeh,  
Founder and Superintendent