

# *Madina Academy*

**We raise children. Higher.**

**Self-Study Report**

**Of**

**Madina Academy**

**September 2014**

**519 Palisado Avenue  
Windsor, CT 06095**

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## INTRODUCTION

Madina Academy started its self-improvement process on October 25, 2010 after a team of representatives from NAESC led by Ms. Ann Scott visited the school to determine whether the school was ready to start the self-study phase of the accreditation process. Partially, as the school had just moved from its previous location (the basement of a local Mosque) to our current location, the team found that the school was not yet ready to start the process and gave the school principal a list of recommendations to work on. The key findings included lack of a formally documented curriculum, lack of professionally certified or degreed teachers, and lack of clarity surrounding the school's governance structure.

Since the initial NEASC visit in 2010, the entire school community: teachers, board members, and parents committed to addressing all recommendations made by the NEASC team to get the school ready to begin the self-study process. Some recommendations were easy fixes and the school administration along with the school board took immediate steps to addressing them. Other recommendations required significant work and were finally completed in 2013.

Throughout the self-study process, the school board and the teachers were in agreement that even though the school has come a long way, there was much more to be done. Staff members were encouraged to stay honest, open minded, and in a learning mode as we went through this self-evaluation process. As more challenges and major areas of improvements were discovered, an action plan immediately followed. Throughout the whole process, we made sure to celebrate the many strengths and successes that came out of our self-evaluation.

As educators, we believe in the importance of self-evaluation and in the power of peer reviewing. We are excited to be starting this journey. We have already addressed and created action plans to address many challenges that we have found as a result of our self-evaluation.

We hope that you find this self-study complete and valuable to your work here at Madina Academy. We are eager to hear all about your recommendations and how we could make Madina Academy a better place for the students, teachers and parents.

### **Process Followed by the School:**

The accreditation steering committee was formed immediately after the school received the official Candidacy status from NEASC in 2013. The steering committee is comprised of the principal, a board member, a teacher, and a parent. All the faculty members were familiarized with the accreditation process through meetings, emails, and written articles. All the faculty members were then divided into committees. Each committee was responsible for 3 different standards. The teams met several times a year, analyzing and working on each assigned standard while identifying strengths, needs, and the challenges the Academy was facing. Each committee chair with his/her team provided recommendations for improvement which then became clear goals for appropriate members to complete within given time.

Surveys and questionnaires were distributed to faculty members, students, and families. Drafts for each standard were completed by committee members and reviewed by the accreditation coordinator. In August 2014, after the standards were complete, the entire faculty, together,

reviewed each standard. The faculty then voted on their assessment of how the school rated for each standard. The final draft was then composed and edited. The entire self-study process was a collaborative effort by the school community.

### **Overview of Findings:**

The process of the self-study provided an opportunity for the school board, faculty and staff to re-examine the school programs, priorities, goals and resources in light of the school mission. This process has resulted in celebrating the school's strengths and identifying weaknesses and challenges and making needed changes as new information emerged.

The significant findings are as follows:

1. The entire school community agrees that the mission of the school is reflected and lived in the culture of the school and in the day to day operations and academic programs. To ensure that all new parents, students and faculty members are well oriented to the school mission and expectations, the school will host a new parent/faculty orientation.
2. The school has a strong governance system in place. After the initial NEASC visit the school board made changes in the school governance and in its roles and responsibilities which have been very effective in the governance of the school. However, the school community realizes the need of a professional educator on the school board.
3. The school has a system in place for new admissions. The self-study committee found that the school has a need for hiring a part time ESL teacher. The majority of the student population to come from immigrant parents. Having an ESL teacher on staff will allow the school to better serve those students who might need ESL support.
4. The school has a clear and thorough system for ensuring that the school is a safe and orderly place for the students to learn. The school has developed partnership with Windsor Police Department and Fire Department to ensure that the school is in compliance with all rules and regulations. All staff members have been trained on lock down and fire procedures, and are practiced regularly with students. Madina Academy has a long range capital improvement plan that is built into the school budget. The school board realizes the immediate need for upgrading the school heating and cooling system and are currently working to complete this project as planned and budgeted for.
5. Faculty, parents and students agree that the school has adequate resources to help students succeed academically, socially and spiritually. In the self-study process the committee found it necessary for students and parents to hire a professional school counselor. As a step towards realizing this goal, the school hired a part time behavior specialist to help teachers and students with behavioral issues.
6. The school has a very rigorous curriculum in place that is well aligned with the national Common Core Standards. All teachers are either qualified by degree or experience in the subject matter they teach. Through the self-study process, the committee found that

additional professional development that focuses on pedagogy and classroom management is needed for the teachers.

7. The school has an effective systems of internal and external communication that informs all constituents and facilitate participation from all stakeholders as appropriate. Parents agree that the school administration is always open and available for suggestions and feedback. One of the concerns that came up during the self-study process was the need for improved communication between the teachers and the parents on curriculum information and expectations for homework.

### ALPHABETICAL STAFF OVERVIEW

Name (last name, first name)	M/ F	Teaching/Administrative Responsibilities	Degree(s)	Years experience	Years at school
Abdel-Hady, Noha	F	Principal	B.A. M.S	8	1
Al-Nawasreh, Tahani	F	Arabic Upper School	B. A.	8	3
Hussain, Samia	F	Public Speaking Upper School	B.S. (Pursuing Masters in Public Health)	8	2
Amir, Rasha	F	Math – Middle & Upper School	B.A.	16	11
Aydah, Khadija	F	1 <sup>st</sup> Grade Teacher	B.A.	5	1
Bakr, Mary	F	Reading Intervention (2 yrs) Classroom Teaching (10 years)	B.S. M.A. Ed	12	3
Collings, Salwa	F	Middle & Upper School Social Studies, Islamic Studeis, Art	M.A. M.Sc. PACE	17	9
Edvina Kahic	F	Custodian	Assoc. Degree	9	9

ElBadr, Rajae	F	KG & 1 <sup>st</sup> Grade Teacher Assistant	B.A.	2	2
Gelil, Hanan	F	Quran & Arabic	B.A.	12	2
Ghannan, Salsabeel	F	Quran & Arabic Upper School	B.S. Pursuing M.A.	12 +	3+
Haouchine, Tessa	F	KG Teacher	(Pursuing B.A in Edu)	9	9
Hassan, Esslam	M	Algebra 2, Tajweed, Quran, Science, Islamic Studies	B. S. (Pursuing Masters in Chem.)	5	2
Khalifa, Riham	F	Quran & Arabic	B.A.	5	2
Leduc, Tracy	F	Administrative Assistant	B.A.	12	1
Mahfouz, Ibsam	F	Quran, SAT Prep, Computers, Personal Finance Upper School	M.C.S.	5	3
Maryam Khan	F	Behavior Specialist & Art Teacher	B.S.	4+	1+

Mohamed, Darlene	F	Teacher/Librarian	B.S.	25	5
Moheuddin, Summiya	F	Computer Science	M.C.S.	6	3
Nabil, Nausheen	F	5 <sup>th</sup> Grade Teacher	B.A.	6	2
Nakishe, Flippen	F	2 <sup>nd</sup> Grade Assistant	A.S.	3	1
Qadeer, Huma	F	2 <sup>nd</sup> Grade Teacher	M.A.	11	7
Rashid, Mariah	F	Administrative Assistant	B.A.	14	12
Sharaf, Lilah	F	4 <sup>th</sup> Grade Teacher	M.A.	5	1
Susie Hassan	F	Middle School English Language Arts & P.E. co-teacher	B.A.	5	2
Tim Coleman	M	Upper School Biology & Chemistry Teacher	B.S. Bio M.A. Science	10	2
Vohra, Masuda	F	3 <sup>rd</sup> Grade Teacher	B.A. & B.S.	6	4
Wall, Craig	M	English, Writing & SAT Prep.	M.A. Ed	6	2

## SCHOOL DATA SHEET

**School Name: Madina Academy**

**Address: 519 Palisado Avenue  
Windsor, CT 06095**

**Telephone: (860) 219 - 0569**

**Date of Founding: 1998**

**Total Enrollment (at the time of evaluation visit): 148**

Totals	PG	12	11	10	9	8	7	6	5	4	3	2	1	K	PS	
60		2	0	1	1	8	4	8	7	7	4	7	5	6		Male
88		6	2	5	7	3	8	10	5	9	7	13	8	5		Female
148																Day
																Boarding
																Homestay

**International students included in the above table who are not U.S. residents:**

																Day
																Boarding
																Homestay

**Number of Faculty: 9 full time; 13 part time**

**Number of Administrators: 2 full time; 2 part time**

**Completed by: Tracy Leduc Administrative Assistant 9/15/2014**

**Brief statement of school's history, mission, and culture - what makes this school unique?**

In a 1987<sup>1</sup>, there were approximately 50 verified full time Islamic schools in communities throughout the United States. The history and experiences of these schools are similar to that of Madina Academy which was established in 1998.

A few concerned community members from the greater Hartford area were brought together in the summer of 1997 by their desire to provide a high level of education for their children in an environment that would nurture their Islamic beliefs and practices. There was a consensus that although the existing weekend Islamic school experience<sup>2</sup> was valuable, it was not providing the type of in-depth instruction that was needed.

<sup>1</sup>Study by the Islamic Society of North America and the International Institute of Islamic Thought

<sup>2</sup> Most local mosques conduct religious Sunday schools

Although a homeschooling structure was initially suggested by some parents, it was decided that the community needed a formal private school. The founding families took on the role of leaders as they began the school project. Their intention was to benefit not only their own children but also the entire Connecticut community. The planning of the school began one year prior to its opening in the fall of 1998. Madina Academy was the first full-Islamic school to be established in the State of Connecticut.

In its inaugural year, grades KG – 2 were established with an enrollment of less than 10 students. Every subsequent year, one grade was added until grade 8. Although the community encouraged the school administration to initiate a high school, it was decided that the Academy would postpone the addition of a high school until it had enough resources to do so.

For 12 years the school used the premises (lower floor) of the Islamic Center of Connecticut<sup>3</sup> in the town of Windsor. A search was initiated to find a new location that could accommodate a growing student body. The current location was purchased and after some initial renovations, the school moved to this new location in September 2010.

The Academy serves the specific parochial needs of a growing Muslim-American population in the state of CT. The school's mission was established based on the vision and goals of the founders, to provide a high level of education for their children in an environment that would nurture their Islamic beliefs and practices. The Madina Academy mission, "Madina Academy provides an academically challenging and safe environment that fosters creativity, academic excellence and community engagement. Madina Academy students will develop strong character based on the Islamic faith and excel in academics.

We are the only KG-12 Islamic School in Connecticut that provides a full time, rigorous academic, social, and spiritual programs that nurture the student as a whole. We provide a high standard of education that has embedded within it a strong character education component based on Muslim values and ideals. Our college dual program for Upper School Students provides our juniors and seniors opportunities to gain valuable college experience as well earn as college credits.

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<sup>3</sup> Also known as Madina Masjid (no affiliation to Madina Academy)

## Self-Study Part I: Reviewing the Standards

**Standard 1 (Mission):** There is congruence between the school’s stated mission and core values and its actual program, policies, planning, and decision-making at both the operational and governance levels.

<b>Assessment of Standard</b>	
<b>Failing</b> <i>(The students’ experience is compromised.)</i>	<b>Passing</b> <i>(The students' experience is supported.)</i>
F1. Fails Standard: aware and plans remediation.	P1. Meets Standard: may have minor plans/recommendations or issues for reflection.
F2. Fails Standard: aware, but plan of remediation is uncertain.	P2. Meets Standard: does have significant plans/recommendations and issues for reflection.

School’s Self-Assessment   P1  

Brief narrative description of the school’s position with regard to this standard

***Madina Academy Mission Statement***

*Madina Academy provides an academically challenging and safe environment that fosters creativity, academic excellence and community engagement. Madina Academy students will develop strong character based on the Islamic faith and excel in academics.*

The Mission of Madina Academy is clear and concise. Our commitment to Islamic principles of faith and academic rigor is the foundation of Madina Academy. This commitment is not only displayed around the school building but it appears on the official school website, marketing materials, and applications for admission and employment. The mission aligns with the vision of the school.

Madina Academy is dedicated to:

- Graduating generations of scholars who have a strong Muslim identity
- Equipping students with the skills necessary to effectively compete in the global society
- Preparing students for their future in college and the workforce
- Nurturing students to become productive Muslim American citizens

The mission and vision of Madina Academy is incorporated into the school slogan, “Don’t just be Ready. Be Madina Ready!” The slogan is recited daily during morning assembly and at

school events and programs. Students are taught that being Madina Ready directly reflects the school vision of have students becoming globally competitive, have a strong Muslim identity, be college and career ready and becoming good productive American Muslim citizens. The school motto, "Love Madina Academy? Absolutely! Absolutely? Love Madina Academy!" is also recited daily during morning assembly. The students are informed and cognizant of the fact that while attending Madina Academy they are investing in their future because they are nurturing their intellectual and spiritual selves. Students are taught that their Islamic identity is the foundation upon which all other aspects of their life rest. Students are encouraged to demonstrate strong character as demonstrated in designation of the student of the month program. The monthly newsletter regularly features one student who exhibits good behavior, strong leadership or exceptionally positive character. Students are taught that being "Madina Ready" is a holistic philosophy that encompasses the intellectual pursuit of the mind, the personal commitment to our faith, and engagement with our community.

The motto of the school is visible on printed marketing material, campus website, monthly newsletter, and t-shirts, and promotional materials distributed by the school.

#### Self-study committee membership, meeting schedule, and procedures

Ms. Masuda Vohra - Third Grade teacher

Ms. Huma Qadeer- Second Grade Teacher

Dr. Christina Swaidan - President of Parent Teacher Group

#### Meeting Schedule

December 20, 2013

February 11, 2014

May 29, 2014

June 2, 2014

June 3, 2014

June 4, 2014

August 20, 2014

#### List of background materials reviewed and people interviewed

- Parent survey
- Faculty survey
- Student survey
- Alumni/ae survey
- Department and major program reports
- Publications (list)
  - Monthly newsletter
  - Informational brochure
  - Marketing materials
  - Admissions application

X   other (list)  
Madina Academy website

Comments regarding suggested indicators

*(Indicator Checklists with comments should be included in the supplementary materials)*

The mission of Madina Academy is clearly stated and is evident in all aspects of the school community. The mission was written at the schools inception. The mission is visible on marketing materials, school website, and admissions materials.

In 2013, Madina Academy incorporated a vision statement that is informed by and aligned with the principles of the mission statement. The vision statement allows students to more aptly understand and identify with the school mission. The ideals of the mission and vision are embraced by the entire school community and is linked to daily operations. During morning assembly, students are reminded of Madina Academy’s guiding principles and asked to reflect on how they might live out these tenants in their lives. Evidence of the students having embraced the mission and vision is found in the creation of a school anthem in 2014. An eighth grade student who has been enrolled at the school since kindergarten wrote the anthem that was inspired by the mission and vision statement. This anthem which appears on the school website, is loved and has been thoroughly embraced by all members of the school community.

The principal and members of the school board meet monthly to discuss pertinent issues. The school mission is frequently at the heart of such discussions. School faculty and parents also contribute to the discussion as it is of the utmost importance to all constituencies that Madina Academy not only maintain high academic standards but also adheres to the principles of the schools Islamic identity. The schools mission is also discussed at faculty meetings. Faculty and staff are invited to share new ways of aligning academic and extracurricular activities with vision and mission of the institution. Some of these activities include: Walk Against Hunger, serving food at homeless shelters, raising money for various charitable causes, and blood drives.

The school commitment to Islamic values is fundamental to the nurturing school climate. Islamic values are seamlessly interwoven into the cultural fabric of the school. All students greet peers and adults with the traditional Muslim greeting of peace (AsalamAlaikum). Faculty and staff adhere to the belief that Islam is a religion of peace that can serve as a light to all of mankind. In that spirit of peaceful engagement, members from the school community frequently reach out to our community neighbors. Administrators led a delegate of students to distribute flowers to neighboring businesses on Valentine's Day. Students wrote letters to neighboring families wishing them a peaceful and happy new year. In addition, students and their families participate annually in community based environmental initiatives. Madina Academy hosted an interfaith dialogue meeting, where upper school students gave a presentation about Islam and listened to other members from other religious groups give their presentation. For two consecutive years, Madina Academy has collected more recyclable goods than any other school in the district. In honor of the schools commitment to the environment, the town has planted trees in local parks in the schools honor. As indicated in the school vision, Madina Academy students are in preparation for college and career. The Academy's rigorous curriculum is aligned with both the

Common Core standards, and the National standards. Madina Academy students have participated and achieved many awards at the Connecticut Science and Engineering Fair. Every year Madina Academy students come home with first and second places in different categories. In 2013, three Madina Upper School students were chosen from hundreds of students to represent the state of Connecticut in the National Science Fair in Houston, TX.

Expectations and responsibilities of all vested groups; students, parents, faculty and members of the school Board are clear and reflect the values and mission of the school. Each constituencies has a handbook of policies and procedures which is given at the beginning of the school year. These written documents are created to operate in tandem with the mission statement. During our annual stakeholders' school evaluation survey, 95% of the parents (50% of the school parents took the survey) who completed the survey strongly agreed and agreed that the school mission is clear and well communicated. 92% of the teachers who completed the survey agreed and strongly agreed that the school's mission is matched by what is actually happening in in the program and the school does what it says it does. 100% of all students who took the survey agreed and strongly agreed that the school mission is clear and well publicized. These percentages shows that as a school the staff the students and the parents all agree that the school mission is living in the school.

#### Comments regarding alternative indicators proposed by the school

None proposed

#### Notable strengths of the school in this area

- The faculty, parents and students are fully cognizant of the school mission and how the mission does and should impact the school culture. The school community takes great pride in the guiding principles of the mission and seek to follow the mission in all day operations and procedures.
- Madina Academy has a monthly character program where each month a character is chosen and all teachers focuses on this character. Students discuss how they can live this character in their everyday lives. The student who best exhibit this character is chosen as the student of the month and is announced in the monthly newsletter.
- High school students are required to complete 50 hours of community service in order to graduate, in 5 different categories.

#### Notable weaknesses/needs

None Noted

### Aspects warranting attention

Although the mission statement is displayed in many places around the school and students recite the school motto and slogan daily which directly links to the school mission, new students and new teachers must receive a special session during orientation about the importance of knowing and understanding the mission of the school and how we expect everyone to live it in the school.

### Recommendations for school improvement and issues for further discussion

- Although the mission statement appears in faculty and student handbooks and various marketing materials, it should also be more publicly displayed in the hallways and in each classroom. This would serve as a constant reminder to students and staff that we have a shared responsibility in steering the institution in the right direction.
- The mission and its importance to the school culture needs to be more thoroughly explained to new parents and new teachers during orientation.

**Standard 2 (Governance):** The school has an appropriate system of governance that assures that the school remains true to its mission and that it has the necessary resources to support its present and prospective operations.

<b>Assessment of Standard</b>	
<b>Passing</b> <i>(The students' experience is supported.)</i>	<b>Failing</b> <i>(The students' experience is compromised.)</i>
P1. Meets Standard: may have minor plans/recommendations or issues for reflection.	F1. Fails Standard: aware and plans remediation.
P2. Meets Standard: does have significant plans/recommendations and issues for reflection.	F2. Fails Standard: aware, but plan of remediation is uncertain.

School's Self-Assessment P1

Brief narrative description of the school's position with regard to this standard  
(This summary may be copied and used in the *Visiting Committee Report*.)

Madina Academy is a private and independent school in Windsor, Connecticut. Madina Academy's system of governance assures that the school remains true to its mission and that it has the necessary resources to support its present and prospective operations. The school principal, the school Board of Education and Board of Trustees, and the Academy's entire staff work collaboratively to assure the success of the school's mission.

Although the Academy started out sharing the same building with the Islamic Center of Connecticut, it is not affiliated with any particular Mosque or religious sect. The school board and the founding members of the school firmly believe that the school should be open to all members of the Muslim community in Connecticut regardless of which Mosque or religious sect they are affiliated with. The school focuses on the basic tenets of Islam and developing the moral fabric of the students.

Given the fact that the school is not affiliated with any religious sect or mosque, it has had to work harder to ensure that adequate resources, financial or otherwise are available during its growth period, to execute on its mission. Notwithstanding the financial constraints faced by most faith based schools and in particular Madina Academy, the school board has had a clear multi-year vision to continuously enhance the education experience at Madina Academy. In support of that vision, the Board has worked tirelessly together with the school leadership, to focus on three foundational elements:

- ***Proper infrastructure facilities*** – The school acquired a \$1.5m facility in 2010, which was creatively financed through donations, seller price reduction and long term interest free financing. The school continues to develop the facility by most recently adding tennis and basketball courts, soccer field and children's play area.

- ***Educational leadership*** – The Board firmly believes that the school can only be successful if it has the right education leadership both in terms of Principal but also the teaching staff. Obviously quality staff is hard to attract and not inexpensive. The payroll of the school has grown substantially as a result over the years. This has been funded by increasing enrollment and donations. The current principal of Madina Academy is Ms. Noha Abdel-Hady. She has held the position since August of 2013. The school principal directly reports to the school Board of Education. Ms. Noha Abdel-Hady has two master degrees in curriculum and instruction and in school leadership. Ms. Abdel-Hady is endorsed by New leaders, as a transformational leader.
- ***Administrative support*** – The school has also invested in strengthening the administrative staff to meet its growing needs. Ms. Mariah Rashid - administrative assistant, joined Madina Academy in 2005. She has been responsible for the overall organizational and record keeping needs of our school. As the students’ population increased, the school hired Ms. Tracy Ludec, an additional full time administrative assistant in 2014. Since the hiring of Ms. Tracy, Ms. Mariah duties and responsibilities have shifted over to overseeing the upper school part of the school as well as well as overseeing the school maintenance and non-teaching staff.

The Board has benefitted immensely from the experience from some of its members who are from corporate sector and/or entrepreneurs. Their combined experience has helped to ensure that the school is able to make appropriate investments using creative financing ideas.

Self-study committee membership, meeting schedule, and procedures

Rehan Ashraf – Board Member  
 Irshad Ahmed – Board Member  
 Noha Abdel-Hady – School Principal  
 Mohamed Mokhtar – Board Member  
 Nausheen Nabil – 5<sup>th</sup> grade teacher

List of background materials reviewed and people interviewed

- Parent survey
- Faculty survey
- Student survey
- Alumni/ae survey
- Department and major program reports
- Publications (list)
  - Faculty Handbook
  - Student Parent Handbook
  - Admission and marketing materials
  - School By-laws
- Other (list)

Madina Academy Capital expansion plan  
Madina Academy 5 years strategic plan  
Madina Academy financial plan  
Discussions with parents  
Discussions with Board member of Salma K. Farid academy

Comments regarding suggested indicators

*(Indicator Checklists with comments should be included in the supplementary materials)*

Prior to the commencement of the Accreditation process, Madina Academy governance structure consisted of a seven member Board of Education. However, during the initial stages of getting ready for the accreditation process, we noted a few weaknesses in our governance structure that needed to be remedied to make the school board more effective. The weaknesses identified were as follows:

- Lack of clarity as to the Board role versus the Principal role
- Board of Education was too involved in the day to day decision making
- Board of Education was making decisions without adequate input from the Principal and a teacher representative
- There was no independent validation of whether the school mission is being successfully carried out

Madina Academy's system of governance was modified during the initial self-assessment stage of the accreditation process to ensure that the school remains true to its mission and that it has the necessary resources in long term to support its mission. After extensive research and discussions with other schools' boards, the board has reevaluated their role in regards to the daily operations of the school and particularly in dealing with programs, and the evaluation, hiring, and firing of staff. Madina Academy now has a two tiered Board structure- Board of Trustees ("BOT") and Board of Education ("BOE"). The responsibilities of BOT is set out below:

- Approve new BOE members
- Responsible for the Waqf fund and the real estate assets owned by Madina Academy
- Helping to meet financial needs of the school
- Approve the strategic plan for the school
- Ensuring that the school remains true to its core mission

The responsibilities of Board of Education are as follows:

- Developing a strategic plan for the school
- Policy development and approval
- Hiring and evaluating the school principal
- Approving/creating the annual budget with input from the Principal
- Setting salaries for employees
- Setting tuition for students and managing financial aid program
- Overseeing financial accountability
- Accountability to ensure that the school is fulfilling its mission
- Marketing and fundraising

The school board's main role is to be the long term "Mission Keeper". As stated above, the Board is responsible for creating and approving policies, while the school principal is responsible for ensuring that those policies are being implemented at the school level on a day to day basis. The day to day operation of the school is now completely left to the school principal.

During board meetings, the principal gives an update on major issues that are taking place at the school just for the board's overall information and assessment of the progress towards strategic goals. The Principal seeks input from the Board on key decisions at his/her discretion but otherwise is fully empowered to execute all major decisions within his/her purview.

The school principal and a teacher representative are now also non-voting members of the school board, as specified in the Madina Academy's Board Bylaws. This critical representation ensures that the views of the teachers are represented by both the Principal and the teacher representative board member. In addition, the Board holds two meetings with the teachers annually to solicit their input and to also provide update on school matters. This is also an opportunity to hear the teachers and staff concerns and input into enhancing the operations of the school.

Two of the Board members are also parents of students who attend the school, which helps to get parent perspective informally. In addition, some of the Board members offer congregational prayers with the parents every Friday at the school. This serves as an informal but highly effective way of getting timely input from parents on issues/matters most concerning to them. To the extent parents raise issues/concerns that are operational in nature, these are directed to the Principal so that the Board does not interfere in matters under the purview of the Principal. Finally, the Principal also developed programs to meet and solicit feedback from parents formally through the "Muffins for Moms" and "Donuts for Dads" program. These programs have been highly effective in generating ideas and aligning everyone with the Schools' missions and to clarify miscommunications.

Finally a parent survey was conducted during the spring of 2014 to obtain feedback from the parents about the performance of the school. While there was feedback for the school, vast majority of the respondents (over 70%) agreed that the school is faithfully carrying out its mission.

Madina Academy’s 5 year strategic plan envisions financial self-sufficiency for the operations of the school, incorporating the costs associated with other initiatives mentioned in this report. This essentially means that that normal operations of the school are funded by way of tuition and ancillary fees. However, consistent with other private educational institutions, we will continue our fund raising efforts to build-up the Endowment Fund to fund future capital projects and academic scholarships – both merit and need based.

There are three elements to our financial strategy:

- Increase enrollment
- Start the Pre-KG program
- Gradually increase tuition fees

This plan was most recently completed in November in 2013. It is currently in the process of being updated. We expect to share the updated strategic plan with the visiting committee in October.

**Enrollment**

One of the strengths of Madina Academy is the small classroom sizes. Our class size on average is 10 – 16 students, even though the classrooms are capacitated to have up to 20+ students. While we get additional revenues, there is minimal incremental cost to the school as we increase enrollment for each classroom to stay maximum of 20 without necessarily sacrificing quality. In some cases and depending on circumstances, the Principal may agree to increase classroom size.

There are several strategies developed by Madina Academy to encourage/increase enrollment. Some of the strategies that we have deployed in the past are open houses at school for potential parents, advertisements at local events, allowing other groups to hold events at Madina Academy, and holding informational sessions at local mosques. However, the most effective recruitment tool has been the word of mouth advertising by current parents. We specifically worked with parents in 2013 encouraging them to reach out to their friends and families and noted a significant increase in the enrollment in 2014-2015 academic year.

Our enrollment goals for the next five years are as follows:

	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
<b>Number of students</b>					
- Upper School	13	20	20	25	30
- Elementary and Middle School	125	135	140	150	150
- Pre-K Program	0	15	20	25	40
<b>Total enrollment</b>	<u>138</u>	<u>170</u>	<u>180</u>	<u>200</u>	<u>220</u>

## Pre-KG program

One of the key pillars of our financial well-being plan is to commence the Pre-KG program (ages 3-5). There has been a lot of interest expressed by existing and potential parents about wanting to register their kids in a Pre-KG program at Madina Academy. The Pre-KG program will not only help to create a pipeline for future enrollment into the Elementary school but will also be profitable enough to assist in the overall operational budget of the school.

We have adequate space available on campus and have identified the Chelsea building as the future location of the Pre-KG program. We have started clearing out the area and have already commenced expanding rooms to accommodate up to 40 children in this program. The program will have a separate fee structure based on market and will differentiate itself by offering both indoor and outdoor play areas and a learning environment. The tuition fee initially will be slightly below market to attract students and offset start-up costs. While we initially expected to commence the Pre-KG program in Sept 2014 and had commenced the infrastructure build-out, we have revised start date to August 2015, subject to Madina Academy being accredited.

The summary financials are as follows:

Pre KG program	2013	2014	2015	2016	2017
Number of students - FT	0	10	15	20	30
Number of students - PT	0	5	5	5	10
Tuition/child - F/T	\$ 750	\$ 750	\$ 750	\$ 800	\$ 850
Tuition/child - P/T	\$ 550	\$ 550	\$ 550	\$ 600	\$ 700
Number of teachers	0	1	1	1	2
Assistants	0	1	1	2	2
Administrator	0	0	0.5	0.5	1
<b>Revenues</b>	<b>\$ -</b>	<b>\$ 102,500</b>	<b>\$ 140,000</b>	<b>\$ 190,000</b>	<b>\$ 325,000</b>
Salary	\$ 45,000	\$ 67,000	\$ 91,000	\$ 142,000	
Tax	\$ 4,500	\$ 6,700	\$ 9,100	\$ 14,200	
Furniture	\$ 20,000	\$ 5,000	\$ 5,000	\$ 10,000	
Utilities	\$ 20,000	\$ 21,000	\$ 22,000	\$ 23,000	
Cleaning expenses	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	
Supplies	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	
Subtotal	\$ 99,500	\$ 109,700	\$ 137,100	\$ 199,200	
<b>Net revenues</b>	<b>\$ 3,000</b>	<b>\$ 30,300</b>	<b>\$ 52,900</b>	<b>\$ 125,800</b>	

## Tuition Fee

While the easiest thing to do for any private school is to raise the tuition fee to cover its deficit, it isn't always the right thing. Most of the students enrolled in Islamic schools come from middle to low income families with one or more siblings. In general, approximately 40% of the students receive some kind of financial aid from the school – either need based or merit based. In addition, 30% of the students receive sibling discounts. Given the demographics of the students, any sudden large increase in tuition may results in decrease in enrollment.

Our goal is to gradually increase tuition fees over time commensurate with achieving milestones ie achieving accreditation; establishing a science lab; creation of a smart math lab; hiring a highly qualified principal; having a high number of certified teachers, etc. Once parents see that the school is investing in enhancing quality, they will be more open to absorbing increased tuition fees. In addition, as we build-up the endowment fund, we can afford to provide additional financial aid to students based on either merit or need.

Our current fee increase plan is as follows:

	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Tuition increase over prior year %	0%	5%	5%	0%	0%

## Financial Summary

Based on above initiatives, we believe we can reach a breakeven status by 2016 or earlier, if student enrollment is higher than expected.

<b>Madina Academy</b>					
<b>Five year financial plan</b>					
<b>(in actual \$)</b>					
	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
<b>Number of students</b>					
- Upper School	13	20	20	25	30
- Elementary and Middle School	125	135	140	150	150
- Pre-K Program	0	15	20	25	40
Tuition increase over prior year	%	5%	5%	0%	0%
<b>Revenues</b>					
Net tuition	\$ 480,439	\$ 566,604	\$ 614,126	\$ 671,700	\$ 690,891
Book Fee	\$ 46,400	\$ 57,500	\$ 61,000	\$ 67,500	\$ 74,000
Activity Fee	\$ 15,500	\$ 21,250	\$ 22,500	\$ 25,000	\$ 27,500
Registration Fee	\$ 10,250	\$ 7,500	\$ 10,000	\$ 12,000	\$ 14,000
Net income Pre-KG program	-	\$ 3,000	\$ 30,300	\$ 52,900	\$ 125,800
<b>Total revenues</b>	<u>552,589</u>	<u>655,854</u>	<u>737,926</u>	<u>829,100</u>	<u>932,191</u>
<b>Expenses</b>					
Salaries	\$ 406,700	\$ 410,700	\$ 438,570	\$ 451,728	\$ 465,279
School supplies and books	\$ 60,000	\$ 60,000	\$ 65,000	\$ 65,000	\$ 65,000
Utilities	\$ 62,500	\$ 65,000	\$ 70,000	\$ 75,000	\$ 75,000
Payroll taxes	\$ 38,346	\$ 38,723	\$ 41,351	\$ 42,591	\$ 43,869
Property Maintenance	\$ 30,000	\$ 35,000	\$ 40,000	\$ 40,000	\$ 40,000
Cleaning	\$ 20,000	\$ 20,000	\$ 22,000	\$ 24,000	\$ 25,000
Other expenses	\$ 15,000	\$ 16,500	\$ 17,325	\$ 18,191	\$ 19,101
Insurance	\$ 12,500	\$ 13,750	\$ 14,438	\$ 15,159	\$ 15,917
Copier expenses	\$ 10,000	\$ 11,000	\$ 11,550	\$ 12,128	\$ 12,734
Classroom Furniture	\$ 7,500	\$ 8,250	\$ 8,663	\$ 9,096	\$ 9,550
Professional development	\$ 6,500	\$ 7,150	\$ 7,508	\$ 7,883	\$ 8,277
Office expenses	\$ 4,500	\$ 4,950	\$ 5,198	\$ 5,457	\$ 5,730
Trash removal/recycling	\$ 3,500	\$ 3,850	\$ 4,043	\$ 4,245	\$ 4,457
Accounting & tax services	\$ 3,125	\$ 3,438	\$ 3,609	\$ 3,790	\$ 3,979
Standardized testing	\$ 3,000	\$ 3,300	\$ 3,465	\$ 3,638	\$ 3,820
Telecom	\$ 2,500	\$ 2,750	\$ 2,888	\$ 3,032	\$ 3,183
<b>Total expenses</b>	<u>\$ 685,670</u>	<u>\$ 704,360</u>	<u>\$ 755,606</u>	<u>\$ 780,938</u>	<u>\$ 800,898</u>
<b>Operational deficit</b>	<u>\$ (133,082)</u>	<u>\$ (48,506)</u>	<u>\$ (17,680)</u>	<u>\$ 48,162</u>	<u>\$ 131,293</u>

The school principal oversees the implementation of the curriculum and classroom management. He/she is also responsible for staff evaluation and hiring and firing within the financial budget established by the school board.

The school board allows Madina Academy's principal to make all decisions concerning staff, students and parents as long as the school principal is acting in harmony with the school's mission and within the board's expectations regarding budgets. Madina Academy's Board focuses on the "big picture" and provides the school principal the latitude to implement policies with considerable discretion. Each party, the school board and the principal, have a clear understanding of their roles and responsibilities.

There is a clear chain of order in the school and a grievance procedure in place, which is highlighted in the student parent handbook, which instructs that conflicts should be resolved within the most direct levels before the conflicts are taken up the line. Because of the nature of the community that Madina Academy serves, and the relationship that the board members have with many community members, the school is continuing to strive to implement the grievances system and procedures with fidelity.

As the board withdrew themselves from the daily operations of the school, it has become easier for such systems and procedures to be fully implemented and respected by the school community. Occasionally, in case of an operation related crisis, the principal has the ability to reach the board for counsel.

#### Comments regarding alternative indicators proposed by the school

None noted

#### Notable strengths of the school in this area

- Clear delineation between roles of BOT, BOE and that of Principal
- Representation of all stakeholders in the key decision making
- Existence of Waqf (Endowment Fund)
- Diversity of the backgrounds of the Board members
- Availability of Board members to the Principal and the parent community
- Board members that are also parents and have a self interest in the wellbeing of the school
- Regularly scheduled meetings

#### Notable weaknesses/needs

- Non-executive female BOE member
- Non-executive BOE member with education background
- Annual planning summit for the Board to revisit the strategic plan and to update it
- Requiring board members to attend professional development in the area of school governance

- Clearly display the Board structure and the Board members in the school
- Create and execute a detailed budget to address the capital needs of the school

Aspects warranting attention

None noted

Recommendations for school improvement and issues for further discussion

- Adding a person with educational background to the BOE
- Include board members' professional development in the school's yearly professional development plan

**Standard 3 (Enrollment):** The admissions process assures that those students who enroll are appropriate, given the school’s mission, and are likely to benefit from their experience at the school.

<b>Assessment of Standard</b>	
<b>Failing</b> <i>(The students' experience is compromised.)</i>	<b>Passing</b> <i>(The students' experience is supported.)</i>
F1. Fails Standard: aware and plans remediation.	P1. Meets Standard: may have minor plans/recommendations or issues for reflection.
F2. Fails Standard: aware, but plan of remediation is uncertain.	P2. Meets Standard: does have significant plans/recommendations and issues for reflection.

School’s Self-Assessment   P1  

Brief narrative description of the school’s position with regard to this standard

Madina Academy’s admission process strives to assure that students who enroll will likely benefit from their experience at the school in accordance with the school’s goal to reach every individual and raise them higher in their academics so they are well prepared for further education beyond the school. Students are prepared to enter and succeed in a competitive global society while preserving their Islamic identity. The Academy endeavors to create a nurturing environment that fosters the development of the child academically, physically and spiritually to enable themselves to become constructive and advantageous individuals within their own communities.

The admission process begins with the initial inquiry by the prospective families where basic questions are answered. Families are encouraged to schedule a tour and meet the principal. The school tour is provided by the administrators or the principal. During this time, pertinent information is provided regarding tuition, school expectations, routines, experiences, and other school related matters. The school tour includes the prospective student meeting with classroom teacher and students of the same grade level. Screening is provided for all entering students. The principal will make the final admission decision in consultation with the faculty involved in the screening process.

The school website is regularly updated to provide information about the school; this includes the school’s vision and mission, the current monthly newsletter, student handbook, extra-curricular activities, upcoming activities and events, faculty and staff information, school calendar, a feedback section, and the admission procedure forms (application, financial, and tuition.)

Self –Study Committee- Membership, meeting schedule, and procedures:

Masuda Vohra - Third Grade teacher  
Christina Swaidan - Parent Representative (President of PTS)  
HumaQadeer - Second Grade teacher  
Craig Wall–Upper School English teacher  
RashaAmir - Middle School Math teacher  
Darlene Mohamed - Librarian  
Tahreem Khalied - First Grade teacher assistant (No longer employed with Madina Academy)  
Summiya Moheuddin - Technology teacher  
Jabeen Hussain - Parent Representative

Meeting Schedule

December 20, 2013  
February 11, 2014  
May 29, 2014  
June 2, 2014  
June 3, 2014  
June 4, 2014  
August 20, 2014

List of background materials reviewed and people interviewed:

- Parent survey
- Faculty survey
- Student survey
- Alumni/ae survey
- Department and major program reports
- Publications (list)
  - Staff/Faculty handbook
- other (list)
  - Maryam Khan - Administrative assistant
  - Noha Abdel Hady - Principal

Comments regarding suggested indicators:

Madina Academy presents an accurate description of its mission, organization, staff, and facilities in public materials. Information can be found on the school website ([www.madinaacademy.org](http://www.madinaacademy.org)) which includes the school’s vision and mission, the current newsletter, student handbook, extra-curricular activities, upcoming activities and events, faculty and staff information, school calendar, a feedback section, and the admission procedure forms (application, financial, and tuition.)

100% of the parents who took the yearly school improvement survey agreed and strongly agreed that the admission process is effective in enrolling students who are appropriate and likely to benefit from their experience at the school as the school defines itself.

Madina Academy has clear procedures for the admission of new students that are developmentally appropriate. Prospective families are able to access relevant admission forms from the school website, which includes new student application form, emergency contact form needed for admission process, internet photo release form (needed for admission process), re-enrollment letter and form, and registration form. Students are screened at all grade levels using appropriate benchmark assessments. All students are screened for reading and math abilities. Starting from second grade, the assessments also include a writing on-demand sample. If students do not make the grade level expectation, they are offered a placement in a lower grade or a placement at grade level with a probation period. While Madina Academy does not require a shadow day, it opens its doors for students to make several visits and join in congregational prayers with the whole school. After the tour, concerns and expectations, financial assistance are discussed; previous records are received and reviewed, and the screening is completed; the administrator contacts the prospective family regarding acceptance (orally and in writing.)

Madina Academy has developed high expectations and rules stemming from its mission and vision. The school strives to educate, nurture and meet the needs of the whole child on the basis of Islamic values and Prophetic teachings. In accordance, the Academy does not discriminate on the basis of race, color, religion, national or ethnic origin in its policies regarding enrollment, scholarships, and/ or allocation of financial aid.

Tuition is offered by Madina Academy with clearly stated policies and procedures for the application and award of scholarships which are consistent with the mission of the school. Financial aid applications are available on the school website and in house. Financial aid is available in accordance to the eligibility of Zakat (alms giving). The mission drives the implementation of Islamic ruling in that Zakat is provided with the goal to distribute wealth within a community. Madina Academy collects Zakat from families in order to provide for those in need.

The administrators are responsible for admissions communication with the faculty and principal to assess the current academic needs for the student wishing to attend the school. Teachers provide a referral for after school tutoring if needed, and parent- teacher conferences are scheduled for feedback and communicating progress or for further intervention. Initial assessments also determine if additional support is required by the literacy specialist to meet the needs of the new student. In some cases where students are tested and found eligible for special education services, Madina Academy staff and administration works with Windsor public schools to provide those students with services that they are eligible for.

The admission staff and the principal communicates with the teaching faculty about ways to meet the needs of students with specific talents, strengths, skills and needs of newly enrolled students. Teaching staff are pointed to specific enrichment resources and ways of differentiating lessons.

Comments regarding alternative indicators proposed by the school:

None proposed

Notable Strengths of the school in Enrollment:

- Madina Academy has clearly stated procedure for admissions.
- The school provides a regularly updated, age appropriate entrance exam.
- All current students need to re-enroll; re-admission is contingent upon successful completion of the current year's academic requirements; the recommendation of the current year class teacher as indicated on the child's final report card.
- Prospective families and students are provided with a whole school tour with opportunities to talk to other member of faculty and students.
- Prospective families and students are encouraged to join in congregational prayers and further visits to help them determine if Madina Academy is, indeed, the right place for them.
- School website is regularly updated with all application forms and mission statement.

Notable weaknesses/needs:

- Madina Academy needs to document information concerning performance of students and graduates in order to evaluate admissions procedures.
- Provide a student interview with at least three faculty members including class teacher to determine suitability of student at Madina Academy.
- Provide new student and family orientation day and or a day for shadowing.
- Madina Academy needs a more consistent way of communicating a new student's prior academic performances to all appropriate teachers.

Aspects warranting attention:

- Review mission of the school with prospective families, to ensure that the families are aware of the expectations and the school dedication to its mission.

Recommendations:

- The school needs to provide, document, and analyze, a survey and or exit interview in order to evaluate the reasons students depart prior to graduation and use the results to inform admissions procedures and program revisions.
- The school should require teacher recommendations from previous schools to determine suitability of student.

**Standard 4 (Program):** The school provides a comprehensive program of intellectual, aesthetic, and physical activities that is appropriate to support the school's mission and core values, and is consistent with the needs of the range of students admitted. Program planning is informed by relevant research regarding how students learn and the knowledge and capacities they will need to lead purposeful and constructive lives.

<b>Assessment of Standard</b>	
<b>Failing</b> <i>(The students' experience is compromised.)</i>	<b>Passing</b> <i>(The students' experience is supported.)</i>
F1. Fails Standard: aware and plans remediation.	P1. Meets Standard: may have minor plans/recommendations or issues for reflection.
F2. Fails Standard: aware, but plan of remediation is uncertain.	P2. Meets Standard: does have significant plans/recommendations and issues for reflection.

School's Self-Assessment   P1  

Brief narrative description of the school's position with regard to this standard

Madina Academy provides a safe, Islamic environment, with an all-inclusive, challenging program of highly intellectual activities that are supported by the school's mission and vision statement. The school faculty and administration are committed to running this school on accurate data, to benefit the needs of every student. Data is reflected in student performance in standardized testing, and allows teachers to guide students to their individual needs. The high achievement shown in the data demonstrates the motivation, dedication, and hard work put in by the teachers and staff at Madina Academy.

The curriculum of Madina Academy prepares our scholars to be college and career ready. Our high school program is a dual enrollment program in which students in grades 9 and 10 receive instruction at the Academy. The primary focus of these grades is to prepare students to be college ready. During 11th and 12th grade, Madina Academy students take all their core classes (Math, Science, Social Studies and Literature) at neighboring community colleges. Students attend elective classes (Religion, Arabic, Gym, Art, Personal Finance, and Technology) on site at the Academy two days a week. This dual enrollment program allows our scholars to graduate high school with up to two years worth of transferable college credit (Associate Degree). This program is also designed to serve as a bridge to help our young scholars better transition into college life and the rigorous college's academic expectations.

Madina Academy curriculum is aligned to the Common Core standards in English Language Arts, Literacy, and Mathematics. The faculty is committed to meeting and exceeding state and national standards. In addition, the curriculum of Madina Academy has a guaranteed continuity

from each grade level, to provide a smooth transition from grade to grade. At the end of each academic year, teachers review the curriculum and provides feedback and suggestions for improvement to the principal. The principal along with the board and the teachers' representatives from each team discuss these suggestions and feedback and make decisions pertaining to any needed revisions in the curriculum.

Students in grades Kindergarten through Eighth grade receive daily instruction in Math, English Language Arts, Literacy, Social Sciences, and Quranic Arabic. In addition to these core subject areas, our scholars participate in Art, Physical Education, Technology, and Library courses on a weekly bases. Quranic Arabic courses are also required for students in Kindergarten to Eighth grade, preparing our students to be well-rounded American-Muslim citizens.

Technology courses are held in the school computer lab. The technology curriculum covers a wide range of technology standards including: the use of Microsoft office tools, keyboarding, the use of online media technologies, etc. Madina Academy partnered up with a professional educational gym organization called Jump Bunch last school year (2013-2014). Jump Bunch fitness trainers worked with all our students once a week and focused each month on a specific skill. This school year, Madina Academy hired a fitness teacher to teach P.E./Health classes to students weekly. The fitness curriculum introduces the rules and skills of fitness and sports through hands-on exercises. The goal of the program is to make each scholar comfortable trying new sports, to give them a basic understanding of popular sports and to help them appreciate the fun, rewards of regular physical activity. Lastly, our fitness program educates our students about good sportsmanship skills.

The school has scheduled times for all students to visit the library once a week. In the library, students browse and check out books from a wide and varied collection. The current collection consists of books carefully selected by faculty and parents, to enrich curriculum. In order to support our school mission of preparing students with strong Muslim identity, the library includes a wide selection of Islamic books.

At Madina Academy, teachers are encouraged to schedule educational field trips, related to themes covered in class, i.e. visiting the Mashantucket Pequot Museum as part of a unit study on Native Americans. With the help and support of the Parent Teacher Shura (Organization- PTS), many classes are able to visit various museums, historical sites, zoos, etc. In addition, many educational in-service programs were brought in for students, such as: the Children's Museum in West Hartford and the Eric Carl museum, various animal and art presentations were presented at the school.

#### Self-study committee membership, meeting schedule, and procedures

Ibtsam Mahfouz - Quranic Arabic Studies teacher

Nausheen Nabil –Fifth Grade teacher

Mary Bakr – Reading Specialist

Tessa Haouchine- Kindergarten teacher

Iman Al-Naggar - Middle School Science teacher (no longer employed with Madina Academy)

Salwa Collins - Middle School Social Studies teacher

Summiya Moheuddin - Technology teacher

All members of the faculty participated in this committee. Each core area was assigned to a group of faculty members led by an assigned chair member. Groups met to discuss, evaluate, and note-take for each area.

#### Meeting Schedule

December 13, 2013

January 17, 2014

January 31, 2014

February 11, 2014

April 21, 2014

May 29, 2014

June 2, 2014

June 3, 2014

June 4, 2014

August 20, 2014

#### List of background materials reviewed and people interviewed

Parent Survey

Faculty Survey

Student Survey

Alumni/ae Survey

Department and major program reports

Publications (list)

other (list)

National and Common Core Standards

#### Comments regarding suggested indicators

Madina Academy has set aside hours dedicated to professional development for faculty. Professional development seminars are scheduled based on the needs of our students and faculty. Some of the recent professional development seminars our faculty participated in include: Gender-Specific Strategies, Brain Teaching, Differentiation, Guided Reading, Literacy Across the Content, Empowering Writers, Common Core, and a faculty book study on “Mindset”.

Madina Academy teachers are given common planning time throughout the week to coordinate their class work.

Madina Academy provides a safe, Islamic environment, with an all-inclusive, challenging program of highly intellectual activities that are supported by the school's mission and vision statement. We meet these standards in the following ways:

- Curriculum continuity for English Language Arts department at Madina Academy involves transitioning and advancing our students smoothly, intellectually, and

emotionally. This requires a strong curriculum with a variety of resources to satisfy the many branches of English Language Arts. It is performed by attaining a smooth and successful continuation throughout the grades. The English Language Arts Department at Madina Academy strives on achieving this and indeed, masters it. Students apprehend Developmental Reading Assessment (DRA) in kindergarten with a continuation of the necessary progression and complexity to eighth grade. Students are assessed twice a year, once in fall and again in spring. The test measures the accuracy, fluency, and comprehension aspects of reading.

- Madina Academy elementary grades use an intense and differentiated program from "Literacy by Design," which offers students a wide variety of literacy genres including poetry, biographies, narratives, expository, letters, informational text, myths, folktales, etc. Introducing these various literature prepares students for middle school and beyond. Students at the middle school level read and analyze a variety of genres through "Glencoe Literature," which is aligned to the common core, as is the elementary curriculum. During the elementary grades, students study novels at their individual reading levels, preparing them to read higher level novels in the middle school. Middle school students study novels at an advanced level, entailing vocabulary, figurative language, analogies, and comprehension.
- A school-wide writing prompt is administered three times during the school year, to measure the students' improvement in writing. There is a variety of writing resources made available for faculty to implement in everyday writing. "Empowering Writers" is one resource made available to teachers. With this program, teachers can create writing themes based on units covered in core areas. In addition, Madina Academy provides our educators with "Trait Crate," a fun and creative kit to introduce our writer's to the six traits of writing, through award winning picture books. The writing program at the elementary level prepares our scholars for the middle school writing program, "Writer's Choice" where students are expected to write expository, persuasive, and narratives. Students levels in writing strengthens and progresses as the student promotes to each grade.
- One of our strengths is the abundant resources available to students and teachers. However, even with the best programs, there always exists some inaccuracy and some room for improvement. Our weakness lies in the ability to facilitate and organize these resources in a way where we can benefit from them to the fullest extent. In order to better reach all of our learners, Madina Academy faculty plans to improve in guided reading programs. Using the new "Literacy by Design" program, our teachers have a wide variety of leveled readers for all of our learners. In addition, we recently attended a professional development seminar focusing on guided reading. We are continuously training and investing in this particular program and hope to see all of our educators implement guided reading within all grade levels. In addition, the faculty is still transitioning from the traditional grammar textbook to an all-inclusive

literacy program that incorporates grammar, writing, and reading.

Madina Academy offers extra support to our students who are performing below the expected levels, by working closely with our literacy interventionist. Students get the one-on-one attention they require, in order to progress to the next level.

The Math curriculum of Madina Academy ensures continuity along all grade levels. With the help of Math Connects, our math curriculum is aligned to the Common Core Standards in grades K-8. In addition to being aligned to these standards, the program

- Consists of supplementary instruction to challenge our scholars to a higher thinking level. Teachers use a variety of supplemental resources to complement their curriculum and ensure that all students' learning styles and needs are accommodated. The high school Mathematics curriculum follows the common core standards and students' progress from year to year based on the suggested course of study of the state of Connecticut. Students take Algebra I, Algebra II and Geometry at Madina Academy before they enroll in community colleges to take their 11th and 12th grade mathematics classes (Trigonometry and pre-calculus).
- Madina Academy teachers strive to meet the needs of all learners through a wide range of instructional strategies including modeling, practice exercise, drills, small group work, individual work, assessments, critical thinking opportunities, cooperative learning, game based learning, and the use of manipulatives. In addition, teachers are available for after school tutoring.
- The Science curriculum at Madina Academy is aligned to the National Science Standards. Students in grade kindergarten through fifth cover content related to earth, life, and physical sciences each year. Introducing these topics at an early stage prepares students in middle school, as students take in depth courses in each of these sciences: physical science in sixth grade, earth science in seventh grade, and life science in eighth grade. Honors biology and chemistry are offered in the upper school. To ensure continuity and alignment with NSES, textbooks aligned to NSES from the same publisher are used in our elementary classrooms. The material in each grade builds on previous years' and expands further. In middle school and upper school, chapters covering NSES have been carefully chosen and are supplemented with lab activities and experiments to support and develop scientific thinking and inquiry. The Academy also competes each year at the middle and upper school levels in the Connecticut Science and Engineering Fair with almost a dozen projects each year, with much success. The Academy also holds a yearly school wide science fair mandatory for students who did not participate in the CT Science and Engineering Fair, as well as the elementary students. Students at the Academy are also exposed to and research about great scientists of the Golden Age of Islam who introduced many of the tools that gave birth to fields such as astronomy, algebra, and medicine. In addition to classroom activities, our students attend field trips to the CT Science Center, which they enjoy and greatly benefit from, two yearly school wide events focusing on health awareness and planet Earth, and an after school health

and fitness club where they learn about nutrition, exercise, and healthy habits. There are however, areas that need to be improved: more hands on testing and use of tools and scientific equipment and technology need to happen to strengthen students' understanding of scientific inquiry. To address this area of improvement, we are starting to use the computer lab as a resource for students to do research on different scientific topics. The school administration is applying for different grants that will enable us to purchase more tools and resources for our science lab in order for the teachers and students to be able to fully utilize the science lab and supplement the curriculum with hands on experiments. In addition, the science committee found that while revising the science curriculum the textbooks for the middle school earth science curriculum were outdated and not fully aligned with the national science standards. During the summer of 2014 we will be ordering new textbook for earth science and based on the new textbook the curriculum for that subject will require further development and revision.

- The Social Studies program in our elementary grades currently uses the McGraw Hill series, Adventures in Time and Place – Communities and Regions, after extensive research and committee meetings, the social studies department has decided that we are in need to upgrade our textbooks for the elementary grades. Starting in 2014 onwards, the Macmillan / McGraw Hill Time Link series will be used. The new curricula will cover basic Social Studies skills and concepts in Kindergarten and Grade 1, the development of communities in Grades 2 and 3, and American history in Grades 4 and 5; and will comply with national Social Studies standards.

In Grade 6 we use Adventures in Time and Place – World from McGraw Hill, and in Grade 7 we use Glencoe's Exploring our World: Eastern Hemisphere. 6<sup>th</sup> Grade covers the ancient history of Turkey, Egypt, Iraq, India, China, Greece, Rome, and Arabia, and the development of world religions. Many of these regions have been chosen to reflect the cultural heritage of our students. In Grade 7 we look at the same regions today, as well as focusing on their geography and later history. This complies with the requirements of both national and Connecticut state standards.

For Grade 8 we are introducing a new course in 2014: the history of the Muslim world. This course will be taught through online resources and teacher-developed materials; and will be completely compliant with national Social Studies standards, but will move away from Connecticut standards for the 8<sup>th</sup> grade. We feel that, as a Muslim school, our students should be given the opportunity to learn about the history, achievements, and challenges of the Muslim world. American history, which would normally be taught in the 8<sup>th</sup> grade in this state, is adequately covered first in the later elementary grades, then in more detail in grades 9 and 10.

Grade 9 and 10 students take American history from ancient times to the present day, using Glencoe's The American Vision. Again, this curriculum addresses the requirements of the national standards. Grades 11 and 12 attend classes at their local community college, choosing two Social Studies courses over the two years. One of these has to be in Civics, the other one can be any combination of History, Social Sciences, Humanities, or

Civics.

The Social Studies Department found the following as a result of the self-evaluation:

- a) We have had general professional development on topics such as differentiation that would relate to Social Studies and could be used in teaching any subject. We plan to set some up some content specific professional development during the 2014-2015 school year.
- b) The reinforcement of Islamic values and teaching is an integral part of Social Studies education in the school.
- c) Continuity is provided during the elementary years through the use of a single series of textbooks. Between the elementary and middle school, there is continuity in terms of skills development, but the subject matter broadens to include many different regions of the world. In the middle school there is considerable focus on such skills as note taking and essay writing in preparation for high school needs.
- d) All middle and upper school curricula have been written or reviewed during the 2013-2014 academic year. We are about to move to a new series of books in the elementary grades and will be rewriting the curricula accordingly.
- e) Attention is paid during the later elementary years to developing the skills students will need in the middle school, and during the middle school years, to the skills they will need in high school. We are also working on coordinating our expectations in terms of skills across different subjects – so that we are using, for example, the same method of note taking in both Science and Social Studies.
- f) The Islamic faith and cultural heritage of our students is taken into consideration through the choice of regions and topics studied, and the introduction of a course in the history of the Muslim world in Grade 8. We also hold an annual ‘Multicultural Fair’, in which each class has a chance to study one country in depth.
- g) The program caters for the developmental levels and learning styles of students through differentiation, but more work needs to be done in this area. As mentioned above, we have had recent professional development on the topic of differentiation, and are planning some specific to Social Studies.
- h) We do not take or offer any online courses.

Comments regarding alternative indicators proposed by the school

None proposed.

Notable strengths of the school in this area

- Madina Academy's program is a highly rigorous and challenging curriculum, aligned with Common Core standards. Textbooks and programs are up to date and

in great condition. Teachers have a great amount of support through numerous professional development seminars.

- The religion curriculum and the incorporation of the Islamic studies

#### Notable weaknesses/needs

- Madina Academy notices a lack of technological resources, and plans to include more technology in the future.

#### Aspects warranting attention

None noted.

#### Recommendation for school improvement and issues for further discussion

- Provide teachers with student computer stations in classrooms or laptop/iPad cart in order to be able to better incorporate technology into their daily lessons.
- Continue to offer teachers' professional development that is content specific and aligned with the teachers specific area of needs based on their weekly drop ins and observations.

**Standard 5 (Experience of the Students):** The school actively considers individual students and has developed plans, policies, programs, and pedagogy to nurture, support, and encourage all students to reach their potential and to participate in the life of the school.

**Assessment of Standard**

<b>Failing</b> <i>(The students' experience is compromised.)</i>	<b>Passing</b> <i>(The students' experience is supported)</i>
F1. Fails Standard: aware and plans remediation.	P1: Meets Standard: may have minor plans/recommendations or issues for reflection.
F2. Fails Standard: aware, but plan of remediation is uncertain.	P2. Meets Standard: does have significant plans/recommendations and issues for reflection.

School's Self-Assessment     P1    

Brief narrative description of the school's position with regard to this standard

Madina Academy's fulfillment of this standard is demonstrated through many student led projects that are a product of a rigorous curriculum, extracurricular activities, and athletic programs. All of these programs are intended to enrich student life as well as strengthen the schools academically and socially. Madina Academy understands their student population and backgrounds, and offers a variety of programs to cultivate the students' experience. In order to aid our students, Madina Academy uses a range of resources, including a comprehensive reading program, which includes leveled readers and reading materials in various genres. In addition, Madina Academy staff strives to create hand-on lessons that integrate art, technology, and media. The dedicated faculty brings in any needed resources to enrich learning and enhance lessons; for example, a visit from the Children's Museum with animal presentations, and a visit from the Eric Carl Museum with an art presentation. Technology resources include our technology lab, which includes 20+ computers, with internet connection. The Academy has a few projectors available for teachers to use to their advantage. The Academy's science lab is made available for classes, along with supplies and materials needed for experiments. All of these resources are made available to improve the experience of the students and help them be active participants.

Many faculty members voluntarily coordinate and facilitate extracurricular activities to engage students with enrichment activities. Some of these clubs include: arts and crafts, health and fitness, calligraphy, Arabic, yearbook, debate club, student council and boys and girls club. "Villari's Martial Arts" partners with Madina Academy who plans and manages extracurricular athletic activities, such as soccer and karate, for the students. The Academy staff is divided up into committees one of the committees is responsible for students' activities and field trip. Members of this committee work together to come up with activities and field trips that are aligned with the school mission and serves the vision that we have for all our children.

Starting the 2014-2015 school year, Madina Academy will also partner with Mr. Hashim, the athletic director of three Islamic Schools in the New England region, to coach our school volleyball and soccer teams.

Students also serve the community by volunteering at a homeless food shelter, participating in the walk against hunger, plastic bottle recycling drive, etc. Many of these programs are student led and are aiding our students to grow to be responsible citizens. With a challenging academic curriculum and various community service opportunities, Madina Academy thrives to shape their students into well rounded, productive, Muslim-American citizens.

Students at Madina Academy do not only participate in rigorous academic curriculums, and community volunteering opportunities, but they also participate in workshops that builds their moral and social character and personality. Workshops such as bullying prevention workshops are a yearly part of our school wide assemblies.

#### Self-study committee membership, meeting schedule, and procedures

Nausheen Nabil –Fifth Grade teacher

Samia Hussein - Public Speaking

Salwa Collings - Middle School Islamic History teacher

Iman Al-Naggar - Middle School Science teacher(No longer employed with Madina Academy)

Riham Khalifa - Arabic teacher

Rajae El-Badr - Kindergarten assistant

Hanan Galil - Arabic teacher

Aakifah Flippin- 2<sup>nd</sup> Grade teacher assistant

#### Meeting Schedule

December 20, 2013

February 11, 2014

May 29, 2014

June 2, 2014

June 3, 2014

June 4, 2014

August 20, 2014

#### List of background materials reviewed and people interviewed

Parent survey

Faculty survey

Student survey

Alumni/ae survey

Department and major program reports

Publications (list)

Other (list)

### Comments regarding suggested indicators

The Academy recognizes the different learning styles and abilities of the student population. All our students are treated equally and respectfully.

All teachers have planning periods on a daily basis. Regular meetings are held to discuss and share students' academic and social progress and reports. Professional development seminars are offered to all teachers. Principal's observation and follow-up meetings are scheduled regularly, where teachers have the opportunity to reflect upon their teaching styles, and their ability to work with students.

The Academy has a quarterly report card, as well as progress reports in between each report card. The school also administers the IOWA interim throughout the year, as well as regular writing prompts, DRA, and end of the year IOWA exam.

Madina Academy does not accept ESL/ELL students' admission, as we do not have teachers certified/trained in this area. ESL/ELL students are referred to the public system. However, students who have successfully completed an ESL program in a school and are found to be mastering the basic skills of the language and are on grade level they are given the opportunity to take a placement test and join the school. With the help of our literacy specialist, Madina Academy is able to work with students who are below grade level in reading to catch them up and get them to read on or above grade level.

The Academy's reading specialist works with the classroom teachers to better assist students with needs, and works one-on-one with students. In addition, students can be assessed for special education services through Windsor Public Schools. Students who qualify for special services are provided with a one-on-one tutor by the Windsor Public Schools. Teachers are also available for after school tutoring.

Teachers and the reading specialist identify students with learning difficulties, and can recommend further testing to parents. Madina Academy partners with local school districts in this regards, for assessment and placement.

A behavior counselor is available for students starting this school year. Administrators identify students for whom the school is inappropriate, based on the code of conduct, and discuss other options for the families. The school follows a progressive steps of discipline that is well stated and explained in details in the students' handbook.

The behavior counselor, in place starting this school year, will address the needs of students. In addition, teacher, staff, and administrators are always available to provide counseling, advice, and guidance.

With the Dual Enrollment program, students have access to college advisors. The Upper School coordinator and teachers are responsible to academically counsel upper school students.

The school administers a survey for students to voice their opinion about the school and their experiences. Students' opinions are taken into consideration while planning the program.

Madina Academy students serve the community in many ways. Plastic water bottle recycling drive, Walk Against Hunger, volunteering at a homeless shelter are just a few projects our students participated in.

90% of students surveyed agreed and strongly agreed that the school engages them in a variety of experiences that reflect the diversity of the student body and the multicultural nature of society. 75% of the students surveyed agreed and strongly agreed that the school takes into consideration their individual needs, learning style, and characteristics by providing developmentally appropriate programs and activities to help them achieve their potential.

#### Comments regarding alternative indicators proposed by the school

None proposed.

#### Notable strengths of the school in this area

- Madina Academy staff and faculty are a tremendously dedicated team, who offer their personal time to volunteer after school and weekends for tutoring, extracurricular activities, and school events.
- Middle and upper school students actively participate in numerous community service projects and are motivated to give back to the community.
- A variety of extracurricular activities are made available to students based on their interests.
- Middle and Upper school students participate in the annual CT Science and Engineering Fair, where they are competing with many other districts.
- The school library is expanding, offering a variety of titles, which meet the reading levels and interest levels of all our students.
- Upper school students are involved in the Friday prayer, to give the weekly sermon to the community, and lead the daily prayers.
- Daily tutoring is available to all students after school.
- Spelling Bee participation.

## Extracurricular Activities and Clubs

### Elementary

- Arts and Crafts club
- Health and Fitness club
- Karate
- Soccer
- Arabic club
- Karate

### Middle/Upper School

- Basketball
- Soccer
- Karate
- Yearbook
- Calligraphy

### Academic

- Literacy teacher
- CT Science and Engineering Fair
- Field trips
- Spelling bee
- Quran Competition
- Tutoring
- Community service projects
- Debate Club
- Yearbook
- Student Council

Students also take part in numerous community service activities such as:

- Walk Against Hunger
- Serving food at homeless shelters
- Raising money for various charitable causes
- Big Sister Big Brother Buddy Program

### Notable weaknesses/needs

- 25% of students surveyed do not agree that the school takes into consideration their individual needs, learning style, and characteristics by providing developmentally appropriate programs and activities to help them achieve their potential.

Aspects warranting attention

None noted

Recommendations for school improvement and issue for further discussion

- Create a suggestion box for students to get a better idea of their interests and how the school could better take into consideration their individual needs.

**Standard 6 (Resources to Support the Program):** Given the school's mission, there are adequate resources (space, equipment, technology, materials, and community) to support the school's program.

**Assessment of Standard**

<b>Failing</b> <i>(The students' experience is compromised)</i>	<b>Passing</b> <i>(The students' experience is supported)</i>
F1. Fails Standard: aware and plans remediation.	P1. Meets Standard: may have minor plans/recommendations or issues for reflection.
F2. Fails Standard: aware, but plans of remediation in uncertain	P2. Meets Standard: does have significant plans/recommendations and issues for reflection.

School's Self-Assessment     P1    

Brief narrative description of the school's position with regard to this standard

Madina Academy has a great variety of resources that is needed to support the schools mission and program. Madina Academy teachers are dedicated to using these resources to support the learning styles of all students. The materials and resources at the Academy are utilized to nurture the potential of our students, as well as their physical, intellectual, social, and spiritual growth.

Madina Academy is blessed with a spacious campus, including the main building, parking lot, a tennis and basketball court and a playground. The main building consists of the main office, administrative offices, cafeteria, prayer room, literacy room, library, 22 classrooms (Grades kindergarten through 12), science lab, technology lab, elementary and upper school staff lounge rooms, art room, boys and girls restrooms, an after-school room, and a staff babysitting room on campus.

The Academy also has a variety of equipment resources to support the mission and program. These resources include: desks, tables, cubbies/hooks/lockers, and chairs for each student. The Academy has sufficient equipment for Technology lab, Science lab, Library. Each classroom has a whiteboard and bulletin boards. Other resources available to teachers are a copy machine and laminators. Technological resources at the Academy include ample computers in the technology lab, one computer in each class, LED projectors as needed, and printers.

Self-study committee membership, meeting schedule, and procedures

- Nausheen Nabil - Fifth Grade teacher
- Samia Hussein - Middle School Biology teacher (No longer employed with Madina Academy)
- Salwa Collings - Middle School Islamic History teacher
- Iman Al-Naggar - Middle School Science teacher (No longer employed with Madina Academy)
- Riham Khalifa - Arabic teacher
- Rajae El-Badr - Kindergarten assistant
- Hanan Galil - Arabic teacher

### Meeting Schedule

December 20, 2013

February 11, 2014

May 29, 2014

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June 4, 2014

August 20, 2014

### List of background materials reviewed and people interviewed

Parent survey

Faculty survey

Student survey

Alumni/ae survey

Department and major program reports

Publications (list)

Other (list)

### Comments regarding suggested indicators

Madina Academy has a great spacious campus. The main building is utilized daily, as is the playground and soccer field. The space is adequate and age appropriate for the instructional program.

There are sufficient number of desks, chairs, lockers/cubbies, and materials for each age group. All desks, chairs, and materials are in great condition and fairly new. The Academy's program is supported with adequate materials available for each grade level, including textbooks, workbooks, and other useful materials.

Madina Academy recently updated the English Language Arts program and Social Studies program for the elementary department. The Middle School science curriculum has also been updated. The school also has plenty of resources to support Quranic Arabic studies.

The school has a part-time librarian, who is devoted to keeping the library updated and fresh. The highly dedicated librarian has filled the library with plenty of books from all genres, including Islamic books. Books in the library are organized by reading ability/level. The library includes age appropriate books for the entire school population.

The highly dedicated teachers at Madina Academy strive to integrate technology within the class despite the lack of technological resources. The school has a technology lab available for classes to visit, aside from their weekly scheduled timings. Some teachers also bring in personal laptops to use for lessons. LED projectors are made available for teachers to check out and use in classrooms. Smart board technology for Kindergarten, and eBeams for some classes are made

available. The technology teacher meets with each class once a week in the lab, and implements lessons meeting the Connecticut technology standards.

The student handbook includes ethics and rules of internet safety and PC use. At the beginning of the year, parents and students must read and sign the internet/PC use form.

Each class has a scheduled technology class once a week with the technology teacher. In addition to the weekly-scheduled class, teachers are able to sign up to visit the lab when there are no classes. Teachers create lesson plans to integrate technology as needed, with the use of videos, PowerPoint's, online activities, etc.

A Science lab is also made available for classes. However, the committee suggests that the school continue to enhance the lab with better safety equipments and technology to ensure the students get the best possible education.

Madina Academy has a variety of non-academic programs, for all age-groups that are consistent with the school's mission. Some of these programs include: soccer, art and crafts, Arabic club, Young Muslims, basketball, karate, health and fitness, etc. These programs are well staffed and organized, by our own teachers as well as volunteers or outside companies, such as JumpBunch and Villari's Martial Arts and theater club in the winter.

Madina Academy's schedule is planned by day, month, and year to provide for the total program. The yearly calendar is created by the administration and sent out to whole school. The principal also sends out emails to the school to remind parents, teachers, and students of upcoming events. In addition, the principal has a monthly newsletter for the whole school.

Madina Academy interacts positively with the community in many ways, as also avails itself of community resources. For example, Windsor Public School tutor for students with IEP, visit from the Windsor fire chief, visit from the Windsor Public Librarian, visit from a local Muslim Mayor. The Academy also takes part in community service projects such as the towel drive, plastic bottle recycling drive, visit and donations to the homeless shelter. The Academy also hosts a career day, where people from the community are invited to share their experiences. Students also write letters to our neighbors for the holidays.

Madina Academy makes an effort to be a positive community member, and is sensitive to the interests of its neighbors. The property is well-maintained and kept. The school board and administration maintains a positive relationship with our neighbors. Part of living our school mission and vision is helping our students become productive American Muslim Citizens, we work with our students to write holiday greetings and environmental awareness cards and letters to our neighbors.

Parents and faculty are encouraged to drive safely and abide by local laws.

The Academy helps local families of low income who wish for their children to learn in an Islamic environment by offering financial aid, reflecting the goal and mission of Madina Academy. In addition, families with more than one child gets discounts on their tuition.

Madina Academy strives to get resources and grants from the community as well as federal and national grants that are available for all non-profit organization. In recent years, Madina Academy has been rewarded a budget from Windsor public school for programs development. This is part of a Title II and Title I grant that Windsor public schools submits to the state. Funds awarded to Madina Academy from these grants are used to buy more technology such as projectors and smart technology and writing resources. This year the funds awarded to the school will be used towards teachers' professional development as this is one of the areas that while we were doing our self-study we recognized the need for more targeted professional development for the teachers.

Approximately 69% of parents, 72.5% of students, 88% of teachers surveyed agreed or strongly agreed that the school has sufficient resources to meet the needs of the students. Through the process of our self-evaluation, we have realized that the school has been blessed with a variety of resources from local public schools, donations from community members and parents.

Through the thorough study of the school facility and the school's mission and future plans, the committee agrees that with additional funds (See financial plan in Standard 2) that will be generated from the opening of a pre-k program, the school needs additional technology resources as well as expansion of the facility to include an indoor gymnasium. With additional financial resources we will be able to train and retain our high quality professional staff.

Comments regarding alternative indicators proposed by the school.

None proposed

Notable strengths of the school in this area

- Wide variety of extracurricular activities
- Dedicate teachers who bring in resources
- Spacious campus
- Strong community connection and positive relations with the community
- Updated curriculum and materials
- eBeams
- Smart board technology in Kindergarten
- LED projectors
- All teachers are actively involved in the school improvement process. 100% of all teachers completed the school improvement process survey.

Notable weaknesses/needs

- Lack of technology. Planning to bring in more computers/laptops into classrooms. LED projectors connected to classroom computers.
- Upon the acquisition of additional resources, the school will an indoor gymnasium.

Aspects warranting attention

None noted

Recommendations for school improvement and issue for further discussion

- Faculty and staff should continuously reflect on our existing program and resources in relation to the school mission to ensure that resources are available for our strategic goals.
- Apply for technology grants to bring in more technology into the classroom.

**Standard 7 (Early Childhood Program):** The early childhood program meets the social, intellectual, and developmental needs of its students by providing appropriate programs, adequate staffing, and sufficient resources and facilities.

<b>Assessment of Standard</b>	
<b>Failing</b> <i>(The students' experience is compromised.)</i>	<b>Passing</b> <i>(The students' experience is supported.)</i>
F1. Fails Standard: aware and plans remediation.	P1. Meets Standard: may have minor plans/recommendations or issues for reflection.
F2. Fails Standard: aware, but plan of remediation is uncertain.	P2. Meets Standard: does have significant plans/recommendations and issues for reflection.

School's Self-Assessment \_\_\_\_\_

Brief narrative description of the school's position with regard to this standard

Not applicable

Self-study committee membership, meeting schedule, and procedures

Not applicable

List of background materials reviewed and people interviewed

- \_\_\_\_\_ Parent survey
- \_\_\_\_\_ Faculty survey
- \_\_\_\_\_ Student survey
- \_\_\_\_\_ Alumni/ae survey
- \_\_\_\_\_ Department and major program reports
- \_\_\_\_\_ Publications (list)
- \_\_\_\_\_ Other (list)

Comments regarding suggested indicators

Not applicable

Comments regarding alternative indicators proposed by the school

Not applicable

Notable strengths of the school in this area

Not applicable

Notable weaknesses/needs

Not applicable

Aspects of warranting attention

Not applicable

Recommendations for school improvement and issues for further discussion

Not applicable

**Standard 8 (Residential Program and/or Homestay Program):** The residential program and/or homestay program provide for an international curriculum, appropriate facilities, engaging activities, and adequate supervision to meet the needs of each student.

<b>Assessment of Standard</b>	
<b>Failing</b> <i>(The students' experience is compromised.)</i>	<b>Passing</b> <i>(The students' experience is supported.)</i>
F1. Fails Standard: aware and plans remediation.	P1. Meets Standard: may have minor plans/recommendations or issues for reflection.
F2. Fails Standard: aware, but plan of remediation is uncertain.	P2. Meets Standard: does have significant plans/recommendations and issues for reflection.

School's Self-Assessment \_\_\_\_\_

Brief narrative description of the school's position with regard to this standard

Not applicable

Self-study committee membership, meeting schedule, and procedures

Not applicable

List of background materials reviewed and people interviewed

- \_\_\_\_\_ Parent survey
- \_\_\_\_\_ Faculty survey
- \_\_\_\_\_ Student survey
- \_\_\_\_\_ Alumni/ae survey
- \_\_\_\_\_ Department and major program reports
- \_\_\_\_\_ Publications (list)
- \_\_\_\_\_ Other (list)

Comments regarding suggested indicators

Not applicable

Comments regarding alternative indicators proposed by the school

Not applicable

Notable strengths of the school in this area

Not applicable

Notable weaknesses/needs

Not applicable

Aspects of warranting attention

Not applicable

Recommendations for school improvement and issues for further discussion

Not applicable

**Standard 9 (Faculty):** There is a sufficient number of appropriately qualified faculty to carry out the mission of the school and the school follows a comprehensive and defined program of professional development that supports continued enhancement of teachers’ skills.

<b>Assessment of Standard</b>	
<b>Failing</b> <i>(The students’ experience is compromised.)</i>	<b>Passing</b> <i>(The students' experience is supported.)</i>
F1. Fails Standard: aware and plans remediation.	P1. Meets Standard: may have minor plans/recommendations or issues for reflection.
F2. Fails Standard: aware, but plan of remediation is uncertain.	P2. Meets Standard: does have significant plans/recommendations and issues for reflection.

School's Self-Assessment     P1    

Brief narrative description of the school’s position with regard to this standard

Madina Academy’s faculty consists of a dedicated group of teachers that are committed to providing students with a quality education. Many of the faculty members choose to bring their own children to the school, which is a testament of their dedication and commitment to the school’s mission.

The faculty includes teachers, administration, staff, registered nurse, and facilities manager. Members are certified to teach in the United States. All teachers hold Bachelor degrees, some teachers hold a master’s degrees and other teachers are in pursuit. The number of years of teaching experience ranges from one to fifteen years. Teacher retention rate is one of our constant challenges. We strive to hire, train and retain the best and most qualified educational professionals who believe in the mission and vision of Madina Academy.

The teacher student ratio on average in all our classrooms is 1:12. Which allows our teachers to give all students individualized attention and cater to their specific and unique needs.

Self-study committee membership, meeting schedule, and procedures

- Noha Abdel Hady – Principal
- NoranitaAbuteen- First Grade Teacher
- Dalia Assem- Interventionist (No longer employed with Madina Academy)
- Maryam Khan- Administration
- Marrium Qureshi- Administration

Meeting Schedule  
December 20, 2013  
February 11, 2014

May 29, 2014  
June 2, 2014  
June 3, 2014  
June 4, 2014  
August 20, 2014

List of background materials reviewed and people interviewed

- Parent survey
- Faculty survey
- Student survey
- Alumni/ae survey
- Department and major program reports
- Publications (list)
- Other (list)

Comments regarding suggested indicators

When there is a vacancy, faculty positions are posted on the school website, and the community is notified as well. In an effort to attract more certified individuals, the school has regularly posts ads nationally through Islamic Schools League of America as well as through the national IECN list server.

The screening and interview process is as follows:

1. Interested candidates completes an application for employment and submits their resume and cover letter along with their application to the principal
2. The principal reviews all resumes of interested candidates and determines based on degrees and prior experience who are the candidates who might be a fit for the open position
3. The selected candidates comes in for a one-one interview with the principal.
4. If the first interview is promising the candidate is invited to come in to teach a demo lesson where the principal and a lead teacher observe the lesson
5. The candidate is invited for a final interview with the principal
6. An offer is made

The full time teachers' contract stipulates that the school provide tuition reimbursement for those faculty members who seek certification in Connecticut. Furthermore, in 2014 the school allocated 7 calendar days for Professional development for teachers. The school also provided several targeted professional development opportunities for many teachers. Through the parents surveyed, it was indicated that throughout their child's experience at the school, they have found the faculty to be both skilled and thoughtful.

All academic personal are qualified by education, training or experience in the areas in which they teach. Parents and students have indicated in their school improvement surveys that our skilled and dedicated teachers, and our highly qualified principal are some of the school's strengths.

In 2013-2014, our staff had four professional development days focused on content, differentiation, classroom management, DCF, curriculum as well as targeted workshops for teachers. Throughout the school year, all faculty member meets once a month with the principal to get professional development and discuss other school related issues, new procedures, rules and systems. All full time teachers meet once a week with the principal. Other part time middle and high school teachers meet frequently with their team leader to handle any issues or concerns that come up in the middle or high school. Because of the nature of the part time positions, part time teachers are only paid for their teaching hours. Some part time teachers have other part time jobs which hinder their ability to always be available and present in the monthly or weekly faculty meetings.

We have a very dedicated staff that values academic excellence which nurturing the whole child. Our teachers, parents and students agree that the staff enjoy their workplace and are very devoted to the school. (\*Reference parent surveys).

Teachers are evaluated based on classroom observation, two times a year. One of these observations is planned and teachers are notified and provided with a rubric ahead of time. The other observation is unannounced, however teachers are provided with a rubric for the observation. The principal conduct random daily walk-throughs. During those drop ins the principal observe the classroom and the teacher for 10-15 minutes then provides the teacher with quick feedback in the form of positives (Keep doing) and deltas (Consider changing to). At the end of the academic year the principal meets with every staff member and conducts a summative review that includes reflection over all observations and feedback. During this summative review the principal along with the staff member agree on a couple of areas of improvement that the teacher will focus on the following year. 84% of the teachers stated that they believe that the faculty evaluation is clear, fair and helpful for them.

All faculty and staff are compensated according to their qualifications, degrees and years of experience. Contracts include paid sick time and personal days. Benefits are outlined in administrative and faculty contracts. The salary schedule will be available on the school website more clearly outlined in a document that is available to staff at all times.

Our staff attends a minimum of four professional development workshops throughout the school year that require mandatory attendance. The workshops are focused on improving teaching strategies and curriculum development. The teachers also attend meetings that analyze students' performance on standardized tests and come up with data informed action plans.

School provides a professional conduct handbook at the beginning of the year. In the faculty survey that was conducted, 84 % of staff members stated that they are treated with respect. 76% of the school teachers stated that they are given the opportunity to participate in the decision making process. There is a teacher representative in the school board of education that takes teachers' suggestions and feedback to the board so that decision made at the board level are informed by teachers' feedback.

Through the self-evaluation process that the school has been involved in the past few years, the committee found that because of the diverse population that the school serves the school could really benefit from an English As a Second Language (ESL) certified teacher to be on staff. Even though we have measures in our admission process to ensure that students admitted will benefit from their experience at Madina Academy, an ESL teacher on staff will be very beneficial to those students who have non-English speaking families.

The school has a part time Information Technology professional who supports all the technology needs of the school. Day to day technological issues are handled in house by the school computer science teacher. As the school grows and the staff increases, the committee realizes the need for an in-house IT support technician to facilitate and encourage the use of technology in the classrooms on a daily basis.

No online courses are offered in Madina Academy.

#### Comments regarding alternative indicators proposed by the school

- An alternative indicator of the school's achievement regarding the faculty standard is that fact that one of the goals of Madina Academy is to improve the salary structure, benefits, and incentives for teachers so that our compensation packages are comparable to other public and private schools. Contingent on enrollment, the start of the Pre-K program and finances, the changes are anticipated to take place over the next five years. This goal will allow Madina Academy to hire and retain high quality teachers.

#### Notable strengths of the school in this area:

- Committed staff members
- Highly qualified principal that offers in house professional development and teacher coaching
- Strong Muslim identity is encouraged among students and staff
- Stimulating curriculum
- School safety is valued
- All school teachers have collegiality amongst each other and members of the community
- All teachers have a noticeable sense of ownership of the school. 100% of the teachers responded to the school improvement survey.

#### Notable weaknesses/needs of the school in this area:

- A clear document is needed for compensation and should be available to staff-indicating relationship between qualifications, years of experience and correlating salary.
- Prior to school year, we recommend a workplace PD on workplace conflict and parent communications.
- Part time teachers are not always available to attend faculty meetings as they have other jobs or commitments outside their working hours

#### Aspects warranting attention

None noted

Recommendations for school improvements and issues for further discussion

- A clear document for compensation should be available to staff-indicating relationship between qualifications, years of experience and correlating salary (Has been completed and published)
- Prior to school year, we recommend a workplace PD on workplace conflict and parent communications
- As budget allows, adding a part time ESL certified teacher to the school staff
- Add in the part time teaching schedule 1 hour per week for faculty meeting to ensure that all faculty members are available to meet
- As budget allows, adding a part time in house IT support technician to support and encourage more technology incorporation in the classrooms
- Continue to offer all faculty members specific professional development on classroom management and effective classroom practices
- Make outside professional development opportunities available for teachers

**Standard 10 (Administration):** The administration provides leadership and maintains a structure to facilitate the effective functioning of the school, including the participation of faculty in decision-making.

<b>Assessment of Standard</b>	
<b>Failing</b> <i>(The students' experience is compromised.)</i>	<b>Passing</b> <i>(The students' experience is supported.)</i>
F1. Fails Standard: aware and plans remediation.	P1. Meets Standard: may have minor plans/recommendations or issues for reflection.
F2. Fails Standard: aware, but plan of remediation is uncertain.	P2. Meets Standard: does have significant plans/recommendations and issues for reflection.

School's Self-Assessment     P1    

Brief narrative description of the school's position with regard to this standard

Madina Academy's mission is to provide an academically challenging and safe environment that fosters creativity, academic excellence and community engagement. The principal and administrative staff work together to ensure we carry out this mission as well as the school's vision. The vision of Madina Academy is to graduate generations of scholars who have a strong Muslim identity and are ready to compete in the global society. Madina Academy is dedicated to equipping students with the necessary tools and resources needed to be globally competitive, college and career ready, and productive Muslim citizens. As the school grows, more leadership structure gets established. Starting in 2014 the school principal appointed team leaders (Elementary team, middle school team, and high school team.) Those team leaders work closely with their team members and brings in to the principal major issues and concerns. The upper school coordinator works closely with the principal and the upper school teachers. The principal along with the team leaders meet monthly to discuss school related issues and make decisions about professional development and determines the next steps needed to implement the academic excellence goals of Madina Academy.

Self-study committee membership, meeting schedule, and procedures

- Noha Hady – Principal
- Noranita Abuteen- First Grade teacher (No longer at the school)
- Dalia Assem- Interventionist
- Maryam Khan- Administration
- Maryam Qurreshi- Administration
- Esslam Hassan – Middle School Science and Math teacher

### Meeting Schedule

December 20, 2013

February 11, 2014

May 29, 2014

June 2, 2014

June 3, 2014

June 4, 2014

August 20, 2014

### List of background materials reviewed and people interviewed

- Parent survey
- Faculty survey
- Student survey
- Alumni/ae survey
- Department and major program reports
- Publications (list)
- Other (list)  
Interview with Principal, lead administrator

### Comments regarding suggested indicators

Data compiled in 2014 indicates that 83% of parents surveyed and 88% of faculty agreed that the school's policies are administered fairly and reflect the core values of the school. The principal clearly demonstrates her dedication to the school's values and faculty members are motivated by her enthusiasm.

The principal has two graduate degrees in curriculum and instruction and in school leadership. The school principal is trained and endorsed by New Leaders, Inc., a national organization that trains principals to be transformational leaders and turn around schools. She has worked with inner city failing public schools to transform the school and raise their academic achievement from the bottom 5 % in the state to the top 5%. The school principal has been with the school since August of 2013. Madina Academy principal has experience in both public and private schools and is dedicated to the growth and development of the students and faculty of Madina Academy.

The lead administrative assistant is trained in management and administration and has been with the school since 2004. To accommodate the growing needs of the school, in July of 2014 Madina Academy has added a full time administrative assistant to allow the lead administrative assistant to deal with more complex issues and oversee the upper school.

At the end of the school year; teachers meet with the principal and are required to provide feedback with regards to how curriculum expectations were met. This feedback is taken into consideration and the curriculum is reviewed annually. Another way the administration continues to evaluate its academic programs is through standardized tests. All students are assessed using the IOWA tests. Teachers evaluate results of these tests and adjust their teaching, accordingly.

76% of staff members surveyed, indicated that they are given opportunities to participate in the decision-making process. Furthermore faculty members are updated regarding the school's agenda in bi-monthly meetings.

In 2013 the school administration provided teachers with professional development on writing across the curriculum, aligning curriculum with common core state standards, differentiation, and girls and boys brain based teaching strategies.

Madina Academy evaluates administrative staff at the end of every school year. In the 2014-2015 school year, the school will evaluate the administrative staff twice during the school year. The evaluation is done on an informal basis. We are currently in progress of putting a formal evaluation system in place for all the administrative assistants and other non-teaching staff.

The school principal is evaluated twice during the year. The mid-year evaluation is an informal evaluation with the school board. The school board gives the principal feedback and areas for improvement. The formal evaluation takes place at the end of the academic year and it follows the Connecticut State framework for administrators' evaluation. The principal conducts a self-evaluation that is reviewed by the school board before the summative evaluation at the end of the school year.

The principal created an instructional leadership team which is made up of a lead teacher over each department and the school principal. Teachers are now asked to meet with their department chair to express any problems or concerns. The department chairs review the concerns with the teacher and the parents and work with them to come up with a solution. If the problem cannot be solved then it is taken to the principal.

#### Comments regarding alternative indicators proposed by the school

None proposed

#### Notable strengths of the school in this area:

- Administration, faculty and staff are dedicated to school's mission. The principal is collegial and maintains strong communication with teachers, staff, PTS, and staff members to address their concerns and create a climate of mutual respect and trust.
- The current Principal that was hired 2013-2014 school year had specific training in the area of effective school administration and leadership. Principal Hady has a proven track record in the area of school management and success.

#### Notable weaknesses/needs

- We are putting in place a formal evaluation process for the administrative staff/team.

Aspects warranting attention

None noted

Recommendations for school improvements and issues for further discussion

- Add a semi-annual evaluation for administrative staff and other non-teaching staff
- Provide the school principal and administrative assistant with more opportunities to attend professional development sessions

**Standard 11 (Evaluation and Assessment):** The school engages in forms of programmatic assessment consistent with fulfilling its mission and core values. This data is used to inform decision making and planning.

<b>Failing</b> <i>(The students' experience is compromised.)</i>	<b>Passing</b> <i>(The students' experience is supported.)</i>
F.1 Fails Standard: aware and plans remediation.	P.1 Meets Standard: may have minor plans/recommendations or issues for reflection.
F.2 Fails Standard: aware, but plan of remediation is uncertain.	P.2 Meets Standard: does have significant plans/recommendations and issues for reflection.

School's Self-Assessment     P2    

Brief narrative description of the school's position with regard to this standard

As our mission indicates, Madina Academy provides our students with opportunities to become globally competitive, college and career ready, and productive members of society, by using the data from our formal and informal tests to drive our instruction. Madina Academy evaluates the data from all forms of testing and uses it to create lesson plans that will benefit the students' needs. Students newly enrolled in grades K-12 are given a grade level entry placement exam to determine their level in reading, writing, math, and language arts.

Kindergarten administers the Covenant Home Kindergarten Readiness Test to assess incoming students for their colors, numbers, letters, name, and sight word recognition. The teacher also does informal assessments throughout the year.

Teachers are required to compile student portfolios which include anecdotal notes as needed as well as work samples.

Madina Academy uses several forms of assessments throughout the year across the grade levels. Every grade, K-8, administers the DRA; Developmental Reading Assessment. Students in grades K-3 are given the DRA 3 times a year; while the students in grades 4-8 are given the DRA twice a year. The DRA data serves more than one purpose. In September it gives teachers a base line for the students' reading level; it also indicates the areas of weakness the teacher needs to focus on for each student for comprehension and oral reading fluency.

The school administers school wide timed writing prompts every quarter. These are usually the form of writing that is being taught in each grade level. For example 4<sup>th</sup> grade completes a narrative and an expository writing prompt. This data helps the teacher to focus on the traits of writing that will most benefit the students.

Madina Academy began administering 3 interim Iowa tests this year. The students were assessed in Reading and Math. The tests were aligned with the Common Core State Standards. The interim tests were able to show the progress of the students as the year progressed and their scores in each subtest. At the end of every school year the school administers the Iowa

standardized test; this is also aligned with the Common Core State Standards. The students are assessed in Reading, Writing, Math, Written Expression, Language Arts, Science and Social Studies.

Other forms of assessments include; report cards, progress reports, teacher created writing prompts on a regular basis, teacher created text based chapter tests in Math, Science, Social Studies, and Islamic Studies, quizzes, projects, and homework.

Upper School students seeking admissions to the college dual program are required to take the mandatory college Acu-placer test. All our upper school students in tenth grade have been taking this test and have been doing very well and are able to be admitted to college level classes in eleventh and twelfth grade.

Self –study committee membership, meeting schedule, and procedures

Mary Bakr- Fourth Grade teacher

Susie Hassan-Middle School ELA teacher

Tessa Houchine-Kindergarten teacher

Ibtsam Mahfouz - Middle School teacher

Kitty Ali - Arabic teacher (No longer employed with Madina Academy)

Khadiya Aiydah – First grade teacher

Lilah Sharaf – Fourth Grade teacher

Meeting Schedule

December 20, 2013

February 11, 2014

May 29, 2014

June 2, 2014

June 3, 2014

June 4, 2014

August 20, 2014

List of background materials reviewed and people interviewed.

Parent survey

Faculty survey

Student survey

Alumni/ae survey

Department and major program reports

Publications (list)

Student handbook

Faculty handbook

Other (list)

### Comments regarding suggested indicators

Madina Academy utilizes the DRA for grades K-8, School wide timed writing prompts, interim Iowa assessments, end of year IOWA assessment in all subject areas, informal observations by teachers, teacher created text based chapter tests, quizzes, homework, and different projects to assess students' mastery of objectives. The teachers use the data from these assessments to formulate lesson plans that will benefit each child's needs in that particular subject.

The longitudinal assessment used by Madina Academy is the DRA for reading and the school wide timed writing prompts. The DRA is administered 3 times a year for grades K-3 and 2 times a year for grades 4-8. The purpose is to determine the students' reading level and areas of weakness for comprehension and oral reading fluency. Once they are identified, a plan is created to focus on those areas in future lessons. The school wide writing prompt is administered quarterly. The data is used as a baseline for the students' writing grade and to accumulate data so the teacher can focus on certain writing traits in their lessons.

Madina Academy conduct exit interviews with its staff at the end of the year, and uses the data to help them reflect and set goals for the upcoming school year. The progress of these goals will be monitored through teacher evaluations as the year progresses.

The school has implemented an alumni survey to be completed this year. During the 2014-2015 academic year, Madina Academy will be graduating its first upper school class. The school will use the school improvement survey for alumni to get feedback from our alumni when they leave. Through the self-study process, the committee realized the need for an exit information sheet where we collect different information about our graduating class so that we can keep up with our students to ensure that we are not only living our mission within the walls of our building but that our school vision has actually been realized in those graduating seniors.

Madina Academy had a professional development session about differentiation in 2013. The seminar speaker later returned to Madina Academy with a Reading Recovery teacher for observations of different classrooms and to provide teachers individualized help with their areas of needs.

The school also has informal observations done by Dr. Christina Swaiden, Islamic Art History Professor from Westfield State University. Dr. Swaiden has a doctorate degree in Educational Leadership and she periodically meets with the principal to discuss the school strengths and areas of need.

Madina Academy participates in the Connecticut State Science Fair. Three of Madina Academy's Upper School students were chosen to represent the state of Connecticut in the National Science Fair in Houston, Texas in the spring of 2013. We recently entered the Islamic School Spelling Bee for the state of Connecticut. Madina Academy students won the first, second, and third place awards.

Teachers are evaluated yearly. There are 2 formal observations (one announced and one unannounced) and many informal, unannounced drop ins. The teachers are given feedback on

the observation and that is used to enhance their teaching and lessons. All teachers have an end of year summative review (exist interview) with the principal where they discuss their yearly performance and set goals for the coming year.

Madina Academy has implemented a faculty survey this year. It is a survey that the administration (principal) uses to evaluate her/his performance and make adjustments based on the feedback given.

Madina Academy evaluates administrative staff at the end of every school year. In the 2014-2015 school year, the school will evaluate the administrative staff twice during the school year. The evaluation is done on an informal basis. We are currently in progress of putting a formal evaluation system in place for all the administrative assistants and other non-teaching staff.

The school principal is evaluated twice during the year. The mid-year evaluation is an informal evaluation with the school board. The school board gives the principal feedback and areas for improvement. The formal evaluation takes place at the end of the academic year and it follows the Connecticut State framework for administrators' evaluation. The principal conducts a self-evaluation that is reviewed by the school board before the summative evaluation at the end of the school year.

Madina Academy provides every student, parent, and teacher with a Parent/Guardian, Student, and Faculty Handbook at the beginning of the year. The Handbook clearly states the school's vision and mission statement, philosophy, and expectations for the year. Our admission policy is to accept children from every race, creed, religion, and ethnic background. The students are taught to accept one another in accordance with our Islamic guidelines and to treat each other with kindness and respect. Our hiring policy does not discriminate against any race, creed, religion, and/or ethnic background.

Comments regarding alternative indicators proposed by the school

None proposed

Notable strengths of the school in this area

- Assessments are given on a regular basis to guide instruction.
- The assessments used at Madina Academy also help identify students in need and they are recommended for intervention or tutoring.
- The continuation of our curriculum allows us to use the textbook created assessments that are well aligned with the common core standards and prepare students to be ready for the next year

Notable weaknesses/needs

- None noted

Aspects warranting attention

None noted

### Recommendations for school improvement and issues for further discussion

- Implementation of a periodic school observation by other public and private school administrators to provide the school administration with more in depth feedback and areas of improvements.
- Portfolios for students that will follow them through each grade level should be created so that new teachers are able to find valuable information about the children that he/she is teaching.
- Set aside at least 4 data meetings throughout the year so that teachers can engage in deep data analysis of their students' work and make data driven decisions.

**Standard 12 (Health and Safety):** The school is a safe and healthy place for students and faculty.

**Assessment of Standard**

<b>Failing</b> (The students' experience is compromised)	<b>Passing</b> (The students' experience is supported)
F1. Fails Standard: aware and plans remediation.	P1. Meets Standard: may have minor plans/recommendations or issues for reflection.
F2. Fails Standard: aware, but plan of remediation is uncertain.	P2. Meets Standard: does have significant plans/recommendations and issues for reflection.

School's Self Assessment       P2      

Brief narrative description of the school's position with regard to this standard

At Madina Academy, we put the students' health and safety as a major priority. The school has a comprehensive written Crisis Response plan in place. The school's facilities are clean, well-organized, and nurture learning and mutual respect. The food services are adequate and the school provides high quality food, which is nutritional for the students. Safety of the students is met whether they are on campus or off-campus on field trips. If an accident ever occurs, an incident report is written and the guardians of the student are notified. There are reporting procedures in place to identify and monitor that the school is in compliance with all applicable regulations. All school incidents are documented and communicated appropriately.

To maintain the cleanliness of the building, Madina Academy recently hired an additional full time custodian to ensure that at all times we have two custodian on duty to ensure that the school remains clean and safe for the children. To improve the nutritional value of the food at Madina Academy, starting in 2014 the minimart will stop selling chocolate bars and candy. It does not sell soda. For chips, it only sells the baked chips. Students are not allowed to bring soda or energy drinks from home.

To maintain the safety of the students, Madina Academy has installed a two-way radio (walkie talkie) in each classroom and an intercom system. Recently, all classrooms have had one of their doors install a glass window. This was based on the safety recommendation that was given to Madina Academy after a team from NEASC visited the school five years ago. An evacuation plan has been placed in each room and students and faculty have been trained on the proper protocols during lockdowns. Fire drills are performed regularly, both announced and unannounced. All doors to the school are locked and have cameras installed for security purposes. Parents, teachers and students are constantly reminded of important safety procedures and protocol for reporting any suspicious personal or activities in or around the campus.

To help nurture the learning environment, during the summer of 2013, the elementary classrooms were remodeled and made larger to allow for centers inside the classroom. All the

elementary and middle school classrooms were repainted. An ablution area was also introduced next to the prayer hall in order to facilitate closer supervision of students.

#### Comments regarding suggested indicators

To ensure the students' and staff's safety, Madina Academy has a comprehensive written Crisis Response Plan in place. We have an evacuation plan posted in every room of the building showing how to evacuate in case of a fire. We have regularly scheduled fire drills, some announced and some unannounced. The school also has a lock down procedure documented. At the beginning of the academic year, the evacuation and lock down procedures are shared, by the administration, with the faculty during the professional development. During the first week of school, the teachers share these procedures with the students and start off with a practice fire drill. During the 2013-2014 academic year, the Windsor police chief visited our school to speak to teachers about safety and lock down procedures. He also had a tour of the building and made recommendations for each classroom where students should hide in case of a lockdown. Recently, the school has installed a window in at least one of the classroom doors. The school has also installed two-way radios (walkie talkies) in each classroom. The school has installed an intercom system for administrators to be able to communicate with teachers in case of an emergency. The school intercom system is one of the school's biggest project. Currently we have speakers in the hallways and the school improvement team is working to install speakers and a two way system in every classroom so that teachers can communicate with the front office and vice versa. Locks have been installed on all of the classrooms in the school, to be utilized in case of a lock down.

At Madina Academy, physical facilities and staffing for health care are adequate and meet the needs of the student body. We have a two custodial workers on duty during the day to make sure all bathrooms are kept clean, the lunch room is kept clean, and any accidental spills are taken care of immediately. The school has a maintenance/security personal who lives on the school premises. Mr. Dost is responsible for making sure the school is well maintained on the outside. His duties include: lawn mowing, snow removal, inspecting the property regularly for any suspicious cars and taking care of major maintenance issues that arise inside the school building.

Madina Academy also has a facility maintenance supervisor Mr. Almar Shaker, a local contractor. The Academy works with Mr. Shaker to ensure that the school is meeting all state and federal guidelines for safety. Mr. Shaker periodically conducts walkthroughs with the fire and police departments to ensure that the school is safe and meets all required codes. When major constructions need to take place inside the school building, Mr. Shaker is responsible for submitting an action plan to the town and the fire department with the specifics of what needs to be done and how it will be done.

The facilities and staff for food services, at Madina Academy, are adequate to the needs of the students, and the quality of the food meets reasonable nutritional requirements. Hot lunch is served to students several days a week. Madina Academy does not have a professional kitchen, thus the hot lunch program is catered from certified halal local restaurants. Madina Academy ensures that the food brought in is healthy for the students. The food is checked by the volunteers serving it to make sure it is well cooked. Through the self-study process, after the committee

recommended that the juice served during lunch be replaced with only milk and water, the school has taken active steps towards ensuring that only milk and water is served with lunch.

Teachers are assigned lunch duties everyday with at least two teachers available each lunch period. At the close of the day, at least 4 staff members are assigned dismissal duty every day. All our students get picked up by their parents. The campus was designed to accommodate a drive through pick up and drop off route. There is always a teacher standing outside along with the principal in the mornings and in the afternoon to greet parents and children as they get dropped off or picked up. The adult supervisors who stand outside make sure they re-direct traffic and ensure that parents abide with the speeding and drop off and pick up rules. All students who are not picked up by 4:00 p.m. are escorted to the after school program that is available for all parents until 5:30 p.m. daily. Parents are then charged on a daily basis.

The school has some support services and programs in place to meet the emotional needs of students. Bullying is 100% not tolerated at Madina Academy and is dealt with seriously. During the 2013-2014 academic years, students in grades 5-7 participated in a bullying workshop. Students in grades 6-11 were also provided an opportunity to go participate at a workshop at a local mosque in Connecticut where they learned about bullying from an Islamic perspective and how to deal with it. The students also learn about how to treat each other and the acceptable and unacceptable behavior in Islamic Studies. Although the school has recently hired a behavior specialist, the committee found it necessary for the school to hire a certified counselor that can deal with stressed students and emotional issues on a regular basis.

The school has a character of the month program where a specific moral or character is chosen and teachers are asked to have students work on and reflect over the chosen character. The committee interviewed some teachers to get their feedback on this program as it is a new program. The committee found that 100% of teachers who were interviewed liked the program and saw its direct relation to the school mission and vision, however they believe that as a school we should all do a better job in communicating the character of the month to the students and be more creative in choosing projects and activities that engages students in an in-depth reflection over the character and how it could be lived.

At Madina Academy, there is always a faculty responsible for each off-campus event including field trips. The teacher organizing the trip is usually the one in charge of reviewing all the safety procedure and ensuring they get implemented. Before a student is allowed to go off-campus, a permission slip needs to be signed by the guardian indicating his/her acceptance to allow the student to leave the school campus. Before leaving, all the safety rules are reviewed with the students. The rules of riding in a bus or vehicle are reviewed. The emergency contact forms are given to the designated faculty in charge of the trip, and leaving with the students. In addition, each group of students is assigned a chaperon who will be responsible for making sure students stay in his/her company at all times.

Madina Academy has a reporting procedure in place to record and follow-up on any incidents regarding the health and safety of students or staff. In case of an accident, an incident report is filled by the faculty member who observed the accident and signed. The report is sent home and shared with the guardians.

Madina Academy has recently hired a part time certified nurse. The school nurse works three days a week and is responsible to review all students' files and contacting students' parents who are missing health records. The school nurse is also a vital part during our health awareness month. She provides different workshops to the students on how to stay safe and healthy. The school nurse oversee responsibility for any student illness, accident or medical emergency. Students who take medication regularly keep their medications in the nurse's office and a permission letter from the parent is sent at the beginning of the school year allowing the nurse or an admin staff to give the medication to the student. The committee noted that on days where the nurse is not working, the administrative assistant has to handle any minor illness or accidents, as all major illnesses and accidents are immediately reported to the parents and emergency personal are called if need be. For this reason, the committee believes that the administrative assistant should be getting trained by the school nurse at least once a year on emergency procedures and what to do in case of illnesses or injuries. In 2012 all Madina Academy staff got trained and became CPR certified.

We are proud at Madina Academy of providing our students with a safe, clean and well-organized place that nurtures learning and mutual understanding among students and faculty. We take pride in how our faculty treats the students as if they were their own children. Each classroom is equipped with the needed furniture to help the teacher keep the room organized. Each student has a desk with space to place their books to make the room more organized.

Teachers hang age and curriculum appropriate material inside and outside the classroom that helps nurture learning. Students who are causing a distraction are moved to a reflection center in the classroom to help them get away from what was distracting them and get them back on track. Students remain under the supervision of an adult at all times to ensure their safety. During the summer of 2013, the elementary classrooms were remodeled and made larger to allow for centers inside the classroom.

All the elementary and middle school classes were repainted. An ablution area was also introduced next to the prayer hall to accommodate ore students/faculty at once.

Self-Study committee membership, meeting schedule, and procedures:

Tessa Haouchine – Kindergarten teacher

Mary Bakr – Fourth Grade teacher

Susie Hassan – Middle School English Language Arts teacher

Ibtsam Mahfouz –Middle/Upper School teacher

Kitty Ali – Quranic Studies teacher (No longer employed with Madina Academy)

Chamalie Antoine – School Nurse

Meeting Schedule:

December 20, 2013

February 11, 2014

May 29, 2014

June 2, 2014

June 3, 2014

June 4, 2014

August 20, 2014

The committee met and gathered all information needed to evaluate the indicators for this standard. Surveys of parents, teachers, and students were conducted and the results were analyzed. The committee then met and evaluated each indicator in the standard. The committee members took notes on how the school satisfies each indicator, and recommendations on what needs to be done to satisfy the indicators better. A group of members volunteered to write up all the findings of the committee and produce this self-study. The recommendations were shared with the principal so that an action plan for implementing the recommendations, according to the school's budget, can be put in place.

Comments regarding alternative indicators proposed by the school:

- Visitors are always wearing a badge and are asked to sign in and sign out. All teachers and school staff have ID's that they wear at all times
- Cameras on all entrances are installed and are monitored by the front administrative staff. All entrances are locked and no one is allowed into the building without being approved by the admin assistant
- The main door has a security buzzer with a camera and intercom to see who is outside and communicate with them without opening the door
- Classes have been upgraded to be bigger and more spacious to nurture learning. Different centers located in different classrooms
- Character program

Notable Strengths of the school in this area:

- Many procedures and regulations are in place to ensure the safety and security of everyone in the building (fire drills, lock down, locks on doors, cameras on all entrances, etc.)
- School nurse
- Behavior specialist
- Bigger library space
- Crisis plan is in place

Notable Weaknesses/Needs:

- The school does not have a professional school counselor to assist students with emotional issues

- The school heating and cooling system needs to be updated to ensure that learning is not interrupted in the cold winters or hot summer due to the malfunction of the old system

Aspects warranting attention:

Not Applicable.

Recommendations for school improvement and issues for further discussion:

- To Upgrade the heating and cooling system and upgrade all the school windows to ensure that heat and air is reserved in the classroom, and that all windows can be securely locked
- Continue to develop communication with fire and police departments to ensure that the school continuous to be in compliance with all safety regulations
- Conduct an annual safety audit with the Windsor Police Department
- Hire a professional school counselor as budget allows it
- Continue the work that has begun in upgrading the school PA and intercom system
- Purchase vision and hearing machines so our on-site nurse can screen all students on a yearly basis

**Standard 13 (Communication):** The school maintains effective systems of external and internal communication and record keeping that inform all constituents and facilitate participation where appropriate.

**Assessment of Standard**

<b>Failing</b> (The students' experience is compromised)	<b>Passing</b> (The students' experience is supported)
F1. Fails Standard: aware and plans remediation.	P1. Meets Standard: may have minor plans/recommendations or issues for reflection.
F2. Fails Standard: aware, but plan of remediation is uncertain.	P2. Meets Standard: does have significant plans/recommendations and issues for reflection.

School's Self Assessment \_\_\_\_\_ P1 \_\_\_\_\_

Brief narrative description of the school's position with regard to this standard

Madina Academy maintains effective systems of external, internal communication and record keeping that inform all constituents and facilitate participation where appropriate and necessary. Necessary measures are taken to secure and safeguard all student and personnel records in the school office by the administrative assistant and the principal. There are several methods available to parents and faculty to express their suggestions regarding school policies including curriculum changes and other areas. Madina Academy works with the school community to ensure that the diverse background status of all students is considered in its policies and programs.

Self-study committee membership, meeting schedule and procedures

Mary Bakr: Fourth Grade Teacher  
 Susie Hassan - Middle School English Language Arts teacher  
 Ibtسام Mahfouz –Middle/Upper School teacher  
 Kitty Ali – Quranic Studies teacher (No longer employed with Madina Academy)  
 Tessa Haouchine: Kindergarten teacher

Committee Meetings

December 20, 2013  
 February 11, 2014  
 May 29, 2014  
 June 2, 2014  
 June 3, 2014  
 June 4, 2014  
 August 20, 2014

### List of Background materials reviewed and people interviewed

- Parent survey
- Faculty survey
- Student survey
- Alumni/ae survey
- Department and major program reports
- Publications (list)
  - Student handbook
  - Faculty handbook
- Other (list)

### Comments regarding suggested indicators

Madina Academy maintains complete and accurate records for both current and former students. Former students' records (permanent and secondary) are in a locked secure room in a fire proof file cabinet. The key to the storage room is held by the administrative assistant and the principal. A request for a copy of a record for a former student is made to the school through the administrative assistant who will retrieve copy and mail the requested record. Records for current students are stored in locked file cabinets in the administrative assistant's office. Teachers may request records from the administrative assistant. The keys are held by the administrative assistant and the principal. This information is also located in the school's database and is accessible by the administrative assistant and the principal.

For the past years, student records (original copies of the academic and health files) have been sent directly to educational institutions when a student transfers out. There is a strict protocol with regards to this transfer of confidential documents. The receiving institution is notified in writing that we have released the originals and therefore they are now caretakers of these documents.

All the money/fees collected is securely kept in a safe and taken off the premises and deposited daily.

The student Handbook is revised and updated on an annual basis by the principal. A hard copy of the revised and updated handbook is distributed annually to all parents/guardians. It is also available on the schools website. Madina Academy also publishes a faculty handbook which is revised and edited annually by the principal. A hardcopy is distributed to the staff at the beginning of each school year. A monthly electronic communication is sent to all parents and staff weekly informing them of upcoming events and school closing. This information is also sent via telephone voice messaging service. Families are notified of days off due to inclement weather via the school website and announcements on local television channels and radio stations.

Madina Academy administration has an open door policy and welcomes comments and suggestion by the staff regarding professional, academic and personal needs.

Teachers are asked for their input during staff meetings and professional development days. Teachers are involved in the planning and ordering of curriculum and classroom supplies. The principal, administrative assistant and the school board meet to discuss budget, personnel needs and other items including curriculum, policies and procedures. The school board of education has a teacher representative to ensure that all decisions and policies made at the board level have teachers' input in it.

Madina Academy clearly states, in writing, the financial responsibilities of the parents in the application and/or the re-enrollment process. The re-enrollment packet is distributed to all current families in the spring of that current school year. An admissions packet is available to new families who wish to enroll a new student and/or to learn about Madina Academy prior to enrollment. Determination of equitable adjustments in tuition and other financial obligations are reviewed annually and decided by Smart Tuition Assessment Group. All parents have tuition accounts with Smart Tuition Inc. where monthly tuition invoices are sent to parents as well as reminders. Parents who do not adhere to their payment plans receive weekly phone and email reminder by Smart Tuition.

The parents of Madina Academy are able to voice their concerns and interests to school personnel by contacting the school office via phone or electronic mail to schedule an appointment and/or address a concern. The principal hosts a "Muffins for Moms" and "Doughnuts for Dads" meeting twice a year, where all concerns and questions can be addressed. Parent/Teacher conferences are scheduled whenever a student has less than a "B" in any subject. Mid-term grades are sent to all parents of students in all grades. Madina academy has four marking periods and uses ALMA to record grades, attendance and comments. ALMA is an online student management system that enables parents to have access to their children grades, attendance, homework and teachers' curriculum and lesson plans.

Current and prospective parents may access the school website for general school information, as well as specific information on school events, academics, and school news. Notes are also sent home via backpacks. Madina Academy has an online feedback and suggestion box through their website. Parents often use this form of communication to voice any concerns. While going through this self-study process, the committee found from initial parent interviews and surveys that parents feel that they need more communication between the teachers and the parents. As a result, the school administration took immediate action and implemented a learning tracker. This learning tracker is prepared weekly by each teacher. The tracker includes the objectives that students worked on at school, what the student is expected to do at home, and how was the students' behavior in class. Parents are asked to sign the tracker daily. This effort has helped teachers better communicate with parents the expectations and what is being taught in class.

Madina Academy has a parent-run program called PTS (Parent teacher Shura). This association makes funds available to assist with field trips and other school sponsored enrichment events. The PTS is in charge of running the school hot lunch program and the after school extracurricular programs.

Madina Academy payroll records are done by direct deposit. All payroll information is kept in a secure online system and the school accountant (a certified public accountant) monitors all

payroll activity and deposits the money into the employees' accounts. One the lead administrative assistant is in charge of keeping up with hourly employees hours and personal days off. Any changes in payroll is communicated to the accountant and the changes are reflected in the online system. The school accountant is responsible for all financial and tax reports that are prepared yearly.

Madina Academy maintains contact with the school community for all information, both for emergency and non-emergency and miscellaneous information through various methods. Methods include, but are not limited to the school's newsletter, emails, school website, report cards, progress reports and hard copy notices. The staff obtains information via electronic mail, agendas prior to meetings, staff information folders at the beginning of the school year and material distributed during professional development days. The principal sends out frequent updates for faculty with information, procedures, news and dates.

Comments regarding alternative indicators proposed by the school

None noted

Notable strengths of the School in this area

- Academy maintains effective and efficient methods of communication with parents/guardians, faculty, and students.
- The Academy maintains strict confidentiality with regards to communicating student records.
- The school administration has implemented a variety of methods of communication to accommodate all parents.

Notable weakness/needs

None noted

Aspects warranting attention

None noted

Recommendations for school improvement and issues for further discussion

None noted

**Standard 14 (Infrastructure):** There are adequate resources (personnel, finances, facilities, equipment, and materials) to provide for the overall institutional needs of the school.

**Assessment of Standard**

<b>Failing</b> (The students' experience is compromised)	<b>Passing</b> (The students' experience is supported)
F1. Fails Standard: aware and plans remediation.	P1. Meets Standard: may have minor plans/recommendations or issues for reflection.
F2. Fails Standard: aware, but plan of remediation is uncertain.	P2. Meets Standard: does have significant plans/recommendations and issues for reflection.

School's Self Assessment     P2    

Brief narrative description of the school's position with regard to this standard

Madina Academy relies on tuition payments and donations to provide for the overall needs of the school each year. There are enough resources to pay the staff, purchase needed equipment and to fund construction projects during the summer. Madina Academy also offers financial aid to families with low-income.

Madina Academy has a clear picture of its long term and short term financial needs. Madina Academy has a five year financial plan. With an increase in tuition and the introduction of the pre-school program in 2015 Madina Academy will be self-sufficient and will be able to use all donations to enhance the physical facility and the programs of the school.

Self-study committee membership, meeting schedule, and procedures

- NohaHady – Principal
- Noranita Abuteen- First Grade teacher
- Dalia Assem- Interventionist (No longer employed with Madina Academy)
- Maryam Khan- Administration
- Marrium Qureshi- Administration (No longer employed with Madina Academy)

Meeting Schedule

- December 20, 2013
- February 11, 2014
- May 29, 2014
- June 2, 2014
- June 3, 2014
- June 4, 2014
- August 20, 2014

List of background materials reviewed and people interviewed

- Parent survey
- Faculty survey
- Student survey
- Department and major program reports
- Other (list)
  - Principal
  - Administrative assistants
  - Board meeting minutes and planning documents

Comments regarding suggested indicators

Madina Academy has adequate resources (personnel, finances, facilities, equipment, and materials)

Madina Academy has a full-time accountant that is responsible for tuition payments and uses an online service for paycheck records. Madina Academy payroll records are done by direct deposit. All payroll information is kept in a secure online system and the school accountant (a certified public accountant) monitors all payroll activity and deposits the money into the employees' accounts. One the lead administrative assistant is in charge of keeping up with hourly employees hours and personal days off. Any changes in payroll is communicated to the accountant and the changes are reflected in the online system. The school accountant is responsible for all financial and tax reports that are prepared yearly. At the end of the fiscal year, summary financial reports are shared with the principal and school board.

In the fall of 2014, Madina Academy will work with a tuition collection agency to ensure tuition is paid on time. This will guarantee that the school has financial resources available to meet its needs on a monthly basis.

Madina Academy is insured though Premium Insurance Agency LLC. 219 Silver Lane, East Hartford, CT. The Academy has all liability insurance and all requirement insurance that satisfies the requirements of the state of Connecticut.

The physical facilities of Madina Academy are maintained throughout the year by various agencies. Two on site custodians are responsible for maintaining the cleanness of the school. The school has an outside facility maintenance personal who lives on campus and takes care of all grounds and security issues. The school community realizes that with the purchase of an old facility there will be maintenance issue that will arise with time. As a result, the facility maintenance committee comprised of board members, the school principal, and community leaders met to create a 5 year capital expansion plan. The plan details future needs improvements and additions. In the summer of 2015, Madina Academy plans to resolve major plumbing issues and install a better HVAC system.

Madina Academy has future plans entailing needs, improvements and additions needed in the school. The school plans to have a cleaning staff that will properly maintain the cleanliness of the school at all times. The school also plans to have a better HVAC system installed.

Madina Academy’s 5 year strategic plan envisions financial self-sufficiency for the operations of the school, incorporating the costs associated with other initiatives mentioned in this report. This essentially means that normal operations of the school are funded by way of tuition and ancillary fees. However, consistent with other private educational institutions, we will continue our fund raising efforts to build-up the Endowment Fund to fund future capital projects and academic scholarships – both merit and need based.

There are three elements to our financial strategy:

- Increase enrollment
- Start the Pre-KG program
- Gradually increase tuition fees

This plan was most recently completed in November in 2013. It is currently in the process of being updated. We expect to share the updated strategic plan with the visiting committee in October.

**Enrollment**

One of the strengths of Madina Academy is the small classroom sizes. Our class size on average is 10 – 16 students, even though the classrooms are capacitated to have up to 20+ students. While we get additional revenues, there is minimal incremental cost to the school as we increase enrollment for each classroom to stay maximum of 20 without necessarily sacrificing quality. In some cases and depending on circumstances, the Principal may agree to increase classroom size.

There are several strategies developed by Madina Academy to encourage/increase enrollment. Some of the strategies that we have deployed in the past are open houses at school for potential parents, advertisements at local events, allowing other groups to hold events at Madina Academy, and holding informational sessions at local mosques. However, the most effective recruitment tool has been the word of mouth advertising by current parents. We specifically worked with parents in 2013 encouraging them to reach out to their friends and families and noted a significant increase in the enrollment in 2014-2015 academic year.

Our enrollment goals for the next five years are as follows:

	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
<b>Number of students</b>					
- Upper School	13	20	20	25	30
- Elementary and Middle School	125	135	140	150	150
- Pre-K Program	0	15	20	25	40
<b>Total enrollment</b>	<u>138</u>	<u>170</u>	<u>180</u>	<u>200</u>	<u>220</u>

## Pre-KG program

One of the key pillars of our financial well-being plan is to commence the Pre-KG program (ages 3-5). There has been a lot of interest expressed by existing and potential parents about wanting to register their kids in a Pre-KG program at Madina Academy. The Pre-KG program will not only help to create a pipeline for future enrollment into the Elementary school but will also be profitable enough to assist in the overall operational budget of the school.

We have adequate space available on campus and have identified the Chelsea building as the future location of the Pre-KG program. We have started clearing out the area and have already commenced expanding rooms to accommodate up to 40 children in this program. The program will have a separate fee structure based on market and will differentiate itself by offering both indoor and outdoor play areas and a learning environment. The tuition fee initially will be slightly below market to attract students and offset start-up costs. While we initially expected to commence the Pre-KG program in Sept 2014 and had commenced the infrastructure build-out, we have revised start date to August 2015, subject to Madina Academy being accredited.

The summary financials are as follows:

Pre KG program	2013	2014	2015	2016	2017
Number of students - FT	0	10	15	20	30
Number of students - PT	0	5	5	5	10
Tuition/child - F/T	\$ 750	\$ 750	\$ 750	\$ 800	\$ 850
Tuition/child - P/T	\$ 550	\$ 550	\$ 550	\$ 600	\$ 700
Number of teachers	0	1	1	1	2
Assistants	0	1	1	2	2
Administrator	0	0	0.5	0.5	1
<b>Revenues</b>	<b>\$ -</b>	<b>\$ 102,500</b>	<b>\$ 140,000</b>	<b>\$ 190,000</b>	<b>\$ 325,000</b>
Salary	\$ 45,000	\$ 67,000	\$ 91,000	\$ 142,000	
Tax	\$ 4,500	\$ 6,700	\$ 9,100	\$ 14,200	
Furniture	\$ 20,000	\$ 5,000	\$ 5,000	\$ 10,000	
Utilities	\$ 20,000	\$ 21,000	\$ 22,000	\$ 23,000	
Cleaning expenses	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	
Supplies	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	
Subtotal	\$ 99,500	\$ 109,700	\$ 137,100	\$ 199,200	
<b>Net revenues</b>	<b>\$ 3,000</b>	<b>\$ 30,300</b>	<b>\$ 52,900</b>	<b>\$ 125,800</b>	

## Tuition Fee

While the easiest thing to do for any private school is to raise the tuition fee to cover its deficit, it isn't always the right thing. Most of the students enrolled in Islamic schools come from middle to low income families with one or more siblings. In general, approximately 40% of the students receive some kind of financial aid from the school – either need based or merit based. In addition, 30% of the students receive sibling discounts. Given the demographics of the students, any sudden large increase in tuition may result in a decrease in enrollment.

Our goal is to gradually increase tuition fees over time commensurate with achieving milestones ie achieving accreditation; establishing a science lab; creation of a smart math lab; hiring a highly qualified principal; having a high number of certified teachers, etc. Once parents see that the school is investing in enhancing quality, they will be more open to absorbing increased tuition fees. In addition, as we build-up the endowment fund, we can afford to provide additional financial aid to students based on either merit or need.

Our current fee increase plan is as follows:

	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Tuition increase over prior year %	0%	5%	5%	0%	0%

## Financial Summary

Based on above initiatives, we believe we can reach a breakeven status by 2016 or earlier, if student enrollment is higher than expected.

<b>Madina Academy</b>					
<b>Five year financial plan</b>					
<b>(in actual \$)</b>					
	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
<b>Number of students</b>					
- Upper School	13	20	20	25	30
- Elementary and Middle School	125	135	140	150	150
- Pre-K Program	0	15	20	25	40
Tuition increase over prior year %	<b>0%</b>	<b>5%</b>	<b>5%</b>	<b>0%</b>	<b>0%</b>
<b>Revenues</b>					
Net tuition	\$ 480,439	\$ 566,604	\$ 614,126	\$ 671,700	\$ 690,891
Book Fee	\$ 46,400	\$ 57,500	\$ 61,000	\$ 67,500	\$ 74,000
Activity Fee	\$ 15,500	\$ 21,250	\$ 22,500	\$ 25,000	\$ 27,500
Registration Fee	\$ 10,250	\$ 7,500	\$ 10,000	\$ 12,000	\$ 14,000
Net income Pre-KG program	-	\$ 3,000	\$ 30,300	\$ 52,900	\$ 125,800
<b>Total revenues</b>	<u>552,589</u>	<u>655,854</u>	<u>737,926</u>	<u>829,100</u>	<u>932,191</u>
<b>Expenses</b>					
Salaries	\$ 406,700	\$ 410,700	\$ 438,570	\$ 451,728	\$ 465,279
School supplies and books	\$ 60,000	\$ 60,000	\$ 65,000	\$ 65,000	\$ 65,000
Utilities	\$ 62,500	\$ 65,000	\$ 70,000	\$ 75,000	\$ 75,000
Payroll taxes	\$ 38,346	\$ 38,723	\$ 41,351	\$ 42,591	\$ 43,869
Property Maintenance	\$ 30,000	\$ 35,000	\$ 40,000	\$ 40,000	\$ 40,000
Cleaning	\$ 20,000	\$ 20,000	\$ 22,000	\$ 24,000	\$ 25,000
Other expenses	\$ 15,000	\$ 16,500	\$ 17,325	\$ 18,191	\$ 19,101
Insurance	\$ 12,500	\$ 13,750	\$ 14,438	\$ 15,159	\$ 15,917
Copier expenses	\$ 10,000	\$ 11,000	\$ 11,550	\$ 12,128	\$ 12,734
Classroom Furniture	\$ 7,500	\$ 8,250	\$ 8,663	\$ 9,096	\$ 9,550
Professional development	\$ 6,500	\$ 7,150	\$ 7,508	\$ 7,883	\$ 8,277
Office expenses	\$ 4,500	\$ 4,950	\$ 5,198	\$ 5,457	\$ 5,730
Trash removal/recycling	\$ 3,500	\$ 3,850	\$ 4,043	\$ 4,245	\$ 4,457
Accounting & tax services	\$ 3,125	\$ 3,438	\$ 3,609	\$ 3,790	\$ 3,979
Standardized testing	\$ 3,000	\$ 3,300	\$ 3,465	\$ 3,638	\$ 3,820
Telecom	\$ 2,500	\$ 2,750	\$ 2,888	\$ 3,032	\$ 3,183
<b>Total expenses</b>	<u>\$ 685,670</u>	<u>\$ 704,360</u>	<u>\$ 755,606</u>	<u>\$ 780,938</u>	<u>\$ 800,898</u>
<b>Operational deficit</b>	<u>\$ (133,082)</u>	<u>\$ (48,506)</u>	<u>\$ (17,680)</u>	<u>\$ 48,162</u>	<u>\$ 131,293</u>

Madina Academy has an institutional technology plan that includes providing each classroom with a computer and internet access. The school has a computer lab and all students use the computers and laptops every week during their computer class. A couple classrooms are currently equipped with Smart technology. The school's short term plan includes access to smart technology for each classroom and the addition of a mobile computer lab (laptops or IPAS) to be used easily in the classrooms.

### Comments regarding alternative indicators

None proposed

Notable strengths of the school in this area

- Madina Academy acquires large donations from the Muslim community at our annual fundraisers
- Madina Academy has a fully equipped computer lab and access to smart technology in 3 classrooms
- Madina Academy has an adopter who adopts our science lab every year

Notable weakness of the school in this area

- Madina Academy needs to upgrade our HVAC system to appropriately maintain the needs of the school

Aspects of warranting attention

None noted

Recommendations for school improvements and issues for further discussion

- Professional evaluation and upgrading of the plumbing and HVAC system
- Hire an informational technology technician to oversee day to day technology issues and ensure that the technology plan is being executed
- Continue to follow the capital expansion and renovation plan to ensure that all plumbing and heating issues are addressed before the beginning of the winter season

**Standard 15 (The Accreditation Process):** The school is fully committed to institutional improvement and to the process of accreditation. The school completed an inclusive self-study, conducted in a spirit of full disclosure and following Association guidelines; responds to Commission recommendations and the requirement to meet all standards; and participants fully in the peer review process, hosting a visiting committee and sending personnel to serve on visiting committees to other institutions.

**Assessment of Standard**

<b>Failing</b> (The students' experience is compromised)	<b>Passing</b> (The students' experience is supported)
F1. Fails Standard: aware and plans remediation.	P1. Meets Standard: may have minor plans/recommendations or issues for reflection.
F2. Fails Standard: aware, but plan of remediation is uncertain.	P2. Meets Standard: does have significant plans/recommendations and issues for reflection.

School's Self Assessment     P1    

Brief narrative description of the school's position with regard to this standard:

Madina Academy started its self-improvement process on October 25, 2010 after the team of representatives from NAESC led by Ms. Ann Scott visited the school to determine whether the school was ready to start the self-study phase of the accreditation process. 2010 was the year the school moved from its previous location to our current location, the team found that the school was not yet ready to start process and gave the school principal a list of recommendations to work on. One of the recommendations was to have a written curriculum in place for all academic and nonacademic subjects taught at the school. In addition, the visiting team drew attention to teacher credentials, requiring at least a bachelor's degree with preferably teacher's certification. The principal of the school, having previously served as a member of a visiting team, provided invaluable information, insights, and suggestions.

The accreditation steering committee comprised of the principal, a board member, a teacher, and a parent. All the faculty members were familiarized with the accreditation process through meetings, emails, and written articles. All the faculty members were then divided into committees. Each committee was responsible for 3 different standards. The teams met several times a year, analyzing and working on each assigned standard while identifying strengths, needs, and the challenges the Academy was facing. The committee chair with his/her team provided recommendations for improvement which then became clear goals for appropriate members to complete within given time.

Surveys and questionnaires were distributed to faculty members, students, and families. Drafts for each standard were completed by committee members and reviewed by the accreditation coordinator. In August 2014, after the standards were complete, the entire faculty, together, reviewed each standard word by word. The faculty then voted on their assessment of how the school rated for each standard. The final draft was composed and edited. The entire accreditation process was a collaborative effort by the school community.

Self study committee membership, meeting schedule, and procedures:

Rasha Amir- Middle school math teacher  
Huma Qadeer- Grade Two teacher  
Craig Wall- Middle School English Teacher  
Darlene Muhammad- Librarian  
Christina Swaidan- Parent  
Tahreem- Teacher's Assistant  
Summiya Mohiudeen- Computer Literacy  
Masuda Vohra- Third Grade Teacher

Meetings Scheduled:

June 2<sup>nd</sup> 2014  
June 3<sup>rd</sup> 2014  
June 4<sup>th</sup> 2014  
August 2014

The initial meeting was held in June. The standards were analyzed upon which it was decided to delay the next meeting until all standards were complete. In September 2014, the accreditation coordinator and a committee member reviewed and completed the final standard.

List of background materials reviewed and people interviewed:

Principal  
Board Members  
Parent survey  
Faculty survey  
Teacher Survey

Comments regarding suggested indicators:

The formal self-study phase of the accreditation process started with Ms. Ann Scott from NEASC visited the school in December of 2013. Ms. Scott explained to the entire school faculty and parents' representative the accreditation process. Once the process of accreditation was initiated, the school community was informed about the entrance of the self study phase and a timetable was then established. Standard committees were created and faculty members and parents were assigned to standard committees. During this time, information and evidence and artifacts were collected, faculty and student surveys were also sent out. Meetings were scheduled for committee members to compile the information gathered, vote on indicators, and agree on a recommended overall rating for each standard. At all times, faculty and staff were encouraged to enter into the accreditation process with candor and honesty in a spirit of full disclosure. Once the self-study phase was complete, the steering committee and the accreditation coordinator worked together to come up with an action plan, using the major recommendations and findings that came out of the self-study process, in order to complete phase two.

The Faculty and staff participated in the gathering, compiling and reporting of information for the study report. The principal, faculty, and the staff were involved in reviewing the self study

report for accuracy. Led by the self study coordinator, again the entire school community reviewed the draft report, discussed recommendations, and voted on each standard. In the final stage, the report was edited and finalized.

Discussions of each standard committee's findings by the entire faculty and staff has already led to a number of changes and planned changes in communication, procedures, and programs.

When concerns emerged from faculty members, many suggested improvements were implemented almost immediately by the principal. When the self study process started and the school principal started asking parents for initial informal and formal feedback about specific standards, there was a concern regarding the lack of communication between the teachers and the parents: to this end, teachers created trackers which were attached to student agendas. These trackers included the day's lesson objectives and the studying needed to be done at home. Parents were expected to sign the tracker each night. In addition, "donuts for dads" and "muffins for moms" was implemented; several times during the year, moms and dads were invited to come in and enjoy coffee and muffins/donuts with the principal. In this relaxed atmosphere, parents were able to communicate with the principal and address some of their concerns, suggestions, observations and/ or queries.

Another change the school made is providing after school tutoring to all students requiring extra help. The tutoring runs for an hour a week where the teacher sends a referral home, but is not limited to, as even a parent can request the service. Furthermore, even though the school was not able to hire a professional counselor this year, a behavioral specialist was hired part time and is now available on premises to counsel students with behavioral issues.

Any recommendations made by the visiting committee will be addressed by the administration and the board of education immediately as the school community sees the value and great benefit of this process.

The principal has participated in the accreditation process as a member of visiting team for other schools. Her experience and advice was invaluable and helped guide the process at Madina academy. The school principal has also attended a NEASC accreditation coordinator workshop. After the selection of the accreditation coordinator, the principal shared all information with the coordinator and was also there to answer questions as needed.

Comments regarding alternative indicators proposed by the school:

None proposed.

Notable strengths of the school in this area:

- Faculty and staff were able to use Professional Development days to come together, discuss, and write standards.
- All constituents had an active role and voice in the evaluation process. The school was able to identify its weaknesses and in accordance, the faculty members were willing to making positive changes.

Notable weaknesses/needs:

None noted.

Recommendations for school improvement and issues for further discussion:

None noted.

## Self-Study Part II

### Reflections, Recommendations, and Issues for Further Discussion

Madina Academy was formed with the idea of creating a safe environment which nurtures the Islamic beliefs and practices of our students. Since the establishment of the Academy in 1998, the school has undergone numerous improvements, and continues to grow as a successful Islamic school. The school board, administrators, faculty, and community members are consistently assessing the school needs and future goals to ensure its success.

The school mission and vision live in the school culture and in the school academic programs and operations. The entire school community is proud of all the successes and strengths that were highlighted throughout the self-study process and are well aware of the challenges and opportunities for improvement that lies ahead of us.

Major recommendations were noted across all standards. These have become the guiding points to our short term and long term improvement plans. While we list the key recommendations by each standard in the next few pages, there were certain recommendations, as noted below, that had an impact on multiple standards:

1. The need for more professional development for staff, administrators and board members
2. The need to hire a school counselor and an ESL teacher in order to be able to better support our students
3. The need to upgrade the school heating and cooling system
4. The need for enhanced parent-teacher communication
5. The need to increase classroom technology in order to provide our students with the best and most effective educational experience

The steering committee were in charge of collaboratively working on part II of the self-study. After the entire school community compiled the first part of the self-study, the accreditation steering committee along with the accreditation coordinator reviewed all the recommendations made by the staff and developed an action plan prioritizing the items that needed the most immediate attention. Many of the recommendations made in part I have already been addressed during the self-study period.

Recommendations	Reflections and the School's Action Plan
<p style="text-align: center;"><b>MISSION</b></p> <p>The school mission is lived and well publicized throughout the school and the community. The school mission statement could be better displayed around the school and shared with new students and parents.</p>	<p>The mission committee has printed out the school mission statements and placed them in all classrooms. Teachers are encouraged to visit the school mission on a regular basis to help students see the connection between daily activities and programs and the school mission.</p> <p>Starting in 2015, the school will have a summer orientation for new parents and new teachers in order to share the school mission in detail and set expectations.</p>
<p style="text-align: center;"><b>GOVERNANCE</b></p> <p>The school has an effective system of governance in place with recent modifications. The self-study committee believes that it is important to have a permanent educator on the school board who is a voting member. In addition the Board members should receive professional development annually.</p>	<p>The steering committee has discussed the findings with the school board. The school board agrees with the recommendations. The school board will recruit educator(s) to serve on the board once a position becomes open and available. In the meantime, the board will continue to use the input of the principal and the teachers' representative, who are non voting members on the school board, when making major policy decisions.</p> <p>The school board will commence their yearly professional development in the summer of 2015. The school board will cooperate with other board members of neighboring Islamic schools on common issues and professional development opportunities.</p>
<p style="text-align: center;"><b>ENROLLMENT:</b></p> <p>Better understand the reasons the students/parents leave Madina Academy.</p> <p>Conduct student interview with at least three faculty members including class teacher to determine suitability of student at Madina Academy.</p> <p>Provide new students and family orientation day. Also make available the option of shadowing.</p>	<p>Madina Academy has developed an online survey for alumni/students who leave the school. This survey will help the school administration evaluate its program and determine major reasons why students leave the school.</p> <p>Many of the new enrollment take place in the summer while teachers are out. A faculty interview at that time might not be feasible. However, an interview with the student and its family with the school administration can be implemented. The school will also require commencing the summer of 2015 all new students and parents to attend a one-day orientation where parents and students will</p>

	<p>get the chance to meet their teachers, get oriented to the school mission and learn the school expectations. All new teachers will also receive an orientation at which time they will meet their mentors.</p>
<p><b>PROGRAM:</b></p> <p>The school should formally document its technology plan and enhance the use of technology in the classrooms.</p>	<p>Technology is one of the most effective tools that teachers use in their teaching. The school board and administration has taken immediate steps towards purchasing more classroom technology. Five projectors have been purchased for teachers to check out to use in their classroom as needed. The school created a computer lab that all teachers can schedule to hold classes. Three smart technology smart boards and e-beams have been bought through parent donations and a local title II grant through Windsor Public School. This year major technology project was to provide each classroom with a teacher computer station.</p> <p>The school has also developed a technology plan for the next five years. The long term goal is to equip every class with a smart interactive board and provide each teacher with 3-4 computers to be utilized by the students.</p>
<p><b>FACULTY:</b></p> <p>A clear document detailing compensation and should be available to staff-indicating relationship between qualifications, years of experience and correlating salary.</p> <p>PD on managing workplace conflict and parent communications should be held prior to the commencement of the school year.</p>	<p>The compensation document was created in the summer of 2014 and was included in the faculty handbook.</p> <p>A professional development plan that includes workplace conflicts, parent communication, classroom management, differentiation, and how to reach and teach all students has been developed and budgeted for and will be executed throughout this academic year.</p>

<p><b>EVALUATION AND ASSESSMENT:</b> Implementation of a periodic school observation by other public and private school administrators to provide the school administration with more in depth feedback and areas of improvements.</p> <p>Portfolios for students that will follow them through each grade level should be created so that new teachers are able to find valuable information about the children that he/she is teaching.</p> <p>Set aside at least 4 data meetings throughout the year so that teachers can engage in deep data analysis of their students' work and make data driven decisions.</p>	<p>The school administration realizes the importance of peer reviewing. The current school principal has already taken steps towards creating partnership with other local private school principals. This academic year, the school will get a school evaluation from Ms. Edwards, a local private school principal. The school will choose a school evaluation framework and use it for this peer reviewing process.</p> <p>Recommendations from the visiting team will also be discussed and an action plan will be developed to address those recommendations. This academic year, teachers have 4 built in PD days. Those days will be used for all above mentioned PD as well as data analysis and data driven planning. The goal is to make Madina Academy a data driven institutions not just within the classroom but in every decision that we make.</p>
<p><b>HEALTH AND SAFETY:</b> Upgrade the heating and cooling system.</p> <p>Upgrade windows or install insulation to ensure that heat and air is retained in the classroom.</p> <p>Continue to develop communication with fire and police departments to ensure that the school is in compliance with all safety regulations.</p> <p>Conduct a safety audit</p> <p>Upgrade the school PA system to make it a two way communication system</p>	<p>The school board has commenced the upgrade project of the heating and cooling system. This project has been budgeted for and is expected to be completed by May of 2015 given its complexity. In the meantime, each classroom will be equipped with additional space heaters in case they are needed during winter.</p> <p>The school administrative assistant will work with the Windsor Police Department to schedule a safety audit in November of 2014. Findings from this audit will immediately be addressed.</p> <p>For safety reasons the school has taken immediate action in 2013 when the police department expressed to the school administration the importance of having a PA system. This is a big project that will be completed in phases. The first phase was completed in the summer of 2014 by installing speakers in the school hallways. Currently the second phase is being implemented which is installing speakers in the classrooms. Until the project is completed, each classroom is equipped with a</p>

	walkie talkie that can be used in case of emergency.
<p><b>RESOURCES &amp; COMMUNICATION</b></p> <p>Madina Academy needs to hire a certified ESL teacher and a professional school counselor</p> <p>Develop additional process for better communication between the teachers and the parents.</p>	<p>The school budget does not currently allow for a full time ESL teacher and School counselor. As an interim step towards this goal, the school has hired a part time behavioral specialist to assist teachers and students with behavioral needs.</p> <p>A number of communication systems have been implemented to improve parent-teacher communication. Elementary teachers have implemented the daily learning trackers/agendas that are to be signed daily by the parents. The school is now using ALAMA a student management system that teachers use to communicate grades, attendance and curriculum with parents. Parents have a parent portal and can access the system anytime to check on their children progress or communicate with a teacher.</p>