

Annual Report on Curriculum, Instruction and School Achievement  
Twin Cities International Elementary School  
District 4077  
2008-2009

Submitted to the Minnesota Department of Education

*The Twin Cities International Elementary School successfully completed its eighth year of operation during the 2008-2009 school year. The report submitted below fulfills the required data elements requested by the Minnesota Department of Education. Questions about the information provided or any aspects of the school can be addressed to*

*Dr. Randal Eckart, Director  
Twin Cities International Elementary School  
277 12<sup>th</sup> Avenue North  
Minneapolis, MN 55401  
612-821-6470  
[randale@iecmail.net](mailto:randale@iecmail.net)*

### **1. Mission Statement**

*It is the mission of the Twin Cities International Elementary School to provide a rigorous education in a culturally sensitive environment. Founded by educational leaders in the East African community, this public charter school ultimately seeks to prepare students for successful and productive lives as United States citizens while allowing them to retain their unique cultural heritage.*

- **Current Non-Profit Status** can be found at:

<http://www.ag.state.mn.us/Charities/CharitySearch.asp>

Current status is ACTIVE.

- **School State Report Card** can be found at:

<http://education.state.mn.us/ReportCard2005/index.do>

### **2. Program Successes and Best Practices**

#### ❖ *Enrollment*

The population has increased consistently from 343 students in 2003 to just over 600 students in the 2008-2009 school year. This school is increasing in numbers due to the community connection between the East African school staff/leaders and the East African community. This school is successful because the schools East African leaders that are within the school have established an excellent means of communication with the parents.

#### ❖ *Achieving AYP*

TIES population make-up consists of 93% free and reduced and 97% LEP. We have made AYP in the areas of Math and Reading based on the student achievement scores from the 08-09 school year. We have implemented *Success for All* for Reading interventions and have a school-wide SIOP model for instruction. All students at our school have individual learning plans and data is a large part in our decisions for individual student instructional needs. In addition, our school has an after school program 2 days a week in order to continue to teach and support our students in reading and in math, as well as Homework Help

centers located in four main areas of the city where our students reside. We also offer summer school opportunities for struggling students.

❖ *Parent Involvement*

The strength of our parent involvement can be attributed to the East African staff members. Our school has an East African cultural liaison in each classroom. They communicate daily with the parents on student successes and student concerns. In addition, our East African community members that are on the school board are leaders in the East African community. The parents value what they are doing for the school. In addition to the community members in the schools, the school has Title I family nights and several parent/teacher conferences throughout the school year. We take pride in our active parent involvement.

❖ *Reading*

The school-wide initiative of using *Success for All* Reading program has improved our reading scores for the students. This program allows for one-on-one tutorial with students who are in need of an intensive reading program. In addition, we have a full-time reading coach to work with the students and teachers to help communicate with the stakeholders on progress and instructional strategies. Our reading teacher helps to lower class-size and to increase our focus on differentiated instruction for students. We also employ a full-time reading Educational Assistant to facilitate our reading tutorial program in coordination with our reading coach. In addition to the one-on-one tutoring program called *Alphie's Alley*, we offer another tutoring program in a six-to-one computerized setting called *Team Alphie*.

❖ *Staff Development*

We believe that proper staff development is necessary for student improvement. Every Wednesday after school, there is a training session or grade level meetings discussing SIOP, MCA II, NWEA, Differentiated Instruction, Team Teaching, Technology in the classroom, and Success for All. In addition, all grade levels meet once a week to discuss how students are doing and report on progress with certain students who are in need of interventions. We believe that high level staff development will positively impact success in the classroom. Monday meetings after school also provide a staff development focus on literacy for 45 min. each Monday.

❖ *Student Attendance*

Our school is once again proud of the fact that our attendance for an urban, inner city school is at 94.5%. This is directly related to the parent involvement and the constant communication between the bus company, MN Coaches, and our Transportation Coordinator. We serve students from all areas of the Metropolitan area and our attendance reflects the commitment of our families to send their students to school. This year, our school achieved an AYP participation rate of 100%.

### **3. Program Challenges**

❖ *Maintaining Vision of the School*

The school was created to provide a rigorous education for children while maintaining a culturally sensitive environment. We will continue to support & inspire the educational success of our students. In addition, we want to continue to establish good relations with our parents and East African community members. As our world becomes a more global society, we strive to integrate real-world experiences and examples for our students on how to progress in today's society while maintaining their cultural heritage.

❖ *Maintaining Program Quality*

It is the goal of the school to maintain the quality programming that has been in place. Making AYP and maintaining AYP is a goal of ours but it is also very important to build in the staff development component to support continuous improvement for the students and staff. We focus on individual students at each grade level and discuss what they need in order to help them succeed academically. In addition to the weekly grade level student meetings, the staff participates in weekly staff development activities that are guided by our student population needs. Every week we train staff on SIOP, continuous improvement, utilizing NWEA to monitor student progress, accessing technology for student success and differentiated instructional strategies. Our programming is guided by our staff and student needs. If our students are not succeeding, then we need to find a way to help them succeed.

❖ *School Wide Positive Behavior Plan*

The staff has implemented a school wide positive behavior plan (Positive Steps) and classroom management strategies (ENVoY) along with two school-wide character education programs called Second Step and Getting Along Together. We feel that we need to continue to work on the behavior issues most readily found within the school. We had 60 incidences for 2008-2009. That number was reduced by 51% from the previous year. We will continue to reduce those numbers for next year through the use of our positive behavior plan.

**4. Academic Accountability Data from 2008-2009 School Year**

*\*Made AYP in Math and Reading for 2008-2009 school year.*

- **Minnesota Comprehensive Assessments – MCA II and MTELL**

**Overall Gr.3 & 4 MCA Math Data**

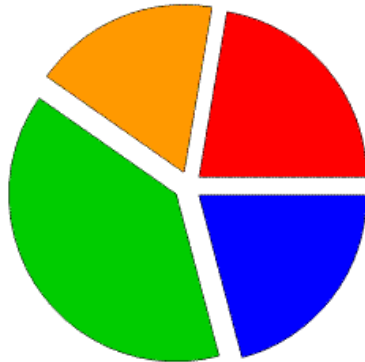
Selection		
Exceeds	52	24.3%
Meets	106	49.5%
Partially meets	33	15.4%
Does Not Meet	23	10.7%
Total	214	100.0%



## Overall Gr.3 & 4 MCA Reading Data

### Selection

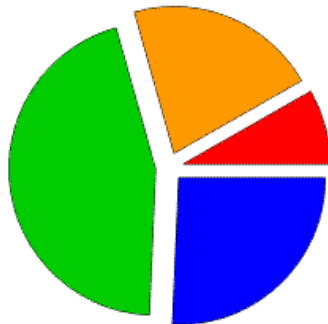
Exceeds	43	20.9%
Meets	80	38.8%
Partially meets	37	18.0%
Does Not Meet	46	22.3%
Total	206	100.0%



## Grade 3 MCA II Math – MTAS - MTELL - MATH

### Selection

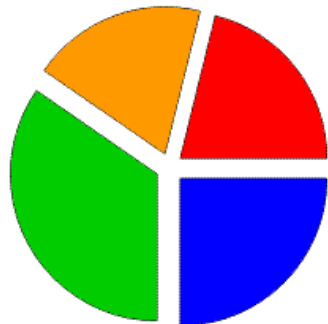
Exceeds	28	25.7%
Meets	49	45.0%
Partially meets	23	21.1%
Does Not Meet	9	8.3%
Total	109	100.0%



## Grade 3 MCA II -READING

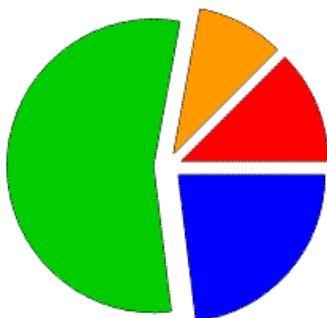
### Selection

Exceeds	26	25.0%
Meets	36	34.6%
Partially meets	20	19.2%
Does Not Meet	22	21.2%
Total	104	100.0%



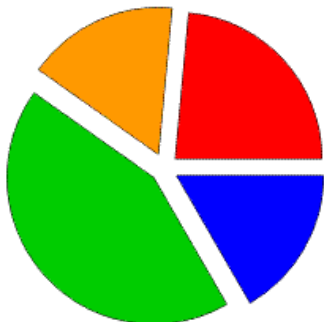
## Grade 4 MCA II and MTELL - MATH

Selection		
Exceeds	24	23.1%
Meets	57	54.8%
Partially meets	10	9.6%
Does Not Meet	13	12.5%
Total	104	100.0%



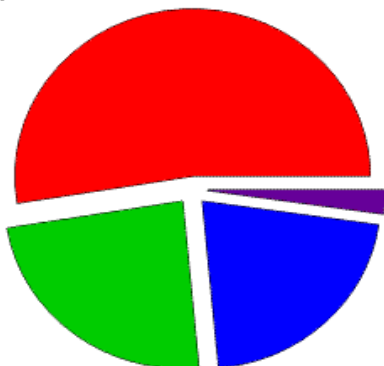
## Grade 4 MCA II - READING

Selection		
Exceeds	17	16.7%
Meets	44	43.1%
Partially meets	17	16.7%
Does Not Meet	24	23.5%
Total	102	100.0%



- **NWEA MAP Testing  
MAP Primary Math Gr. K-2**

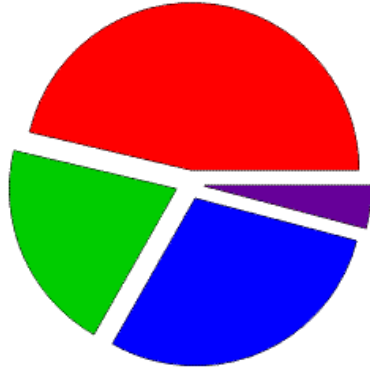
Selection		
95th Percentile	7	2.3%
Above Grade Level Median	66	21.3%
At Grade Level Median	74	23.9%
Below Grade Level Median	163	52.6%
Total	310	100.0%



## MAP Primary Reading Gr. K-2

### Selection

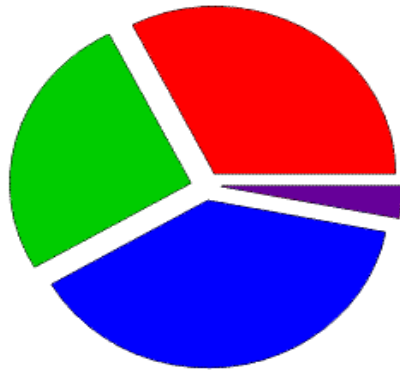
95th Percentile	15	4.1%
Above Grade Level Median	107	29.2%
At Grade Level Median	75	20.4%
Below Grade Level Median	170	46.3%
Total	367	100.0%



## MAP Math Gr. 3 & 4

### Selection

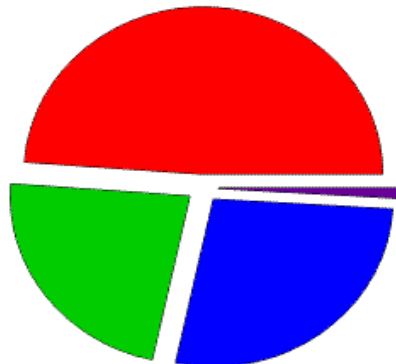
95th Percentile	6	3.0%
Above Grade Level Median	76	38.6%
At Grade Level Median	51	25.9%
Below Grade Level Median	64	32.5%
Total	197	100.0%



## MAP Reading Gr. 3 & 4

### Selection

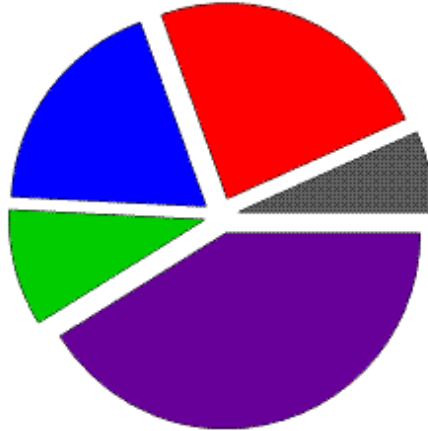
95th Percentile	2	0.9%
Above Grade Level Median	59	27.4%
At Grade Level Median	49	22.8%
Below Grade Level Median	105	48.8%
Total	215	100.0%



## MAP Growth/Proficiency Data – Math

### MAP Growth vs Proficiency

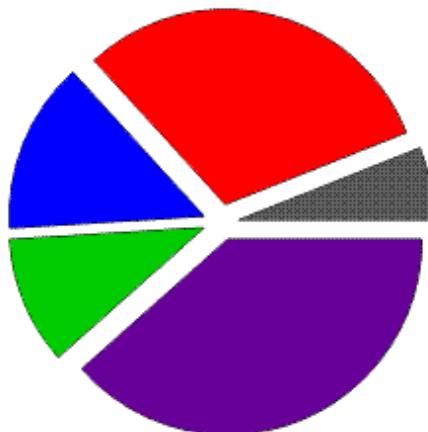
Met Growth/Proficient Spring 2009	154	41.2%
Met Growth/Not Proficient Spring 2009	36	9.6%
Below Growth/Proficient Spring 2009	70	18.7%
Below Growth/Not Proficient Spring 2009	89	23.8%
Outside Growth Range	25	6.7%
Total	374	100.0%



## MAP Growth/Proficiency Data – Reading

### MAP Growth vs Proficiency

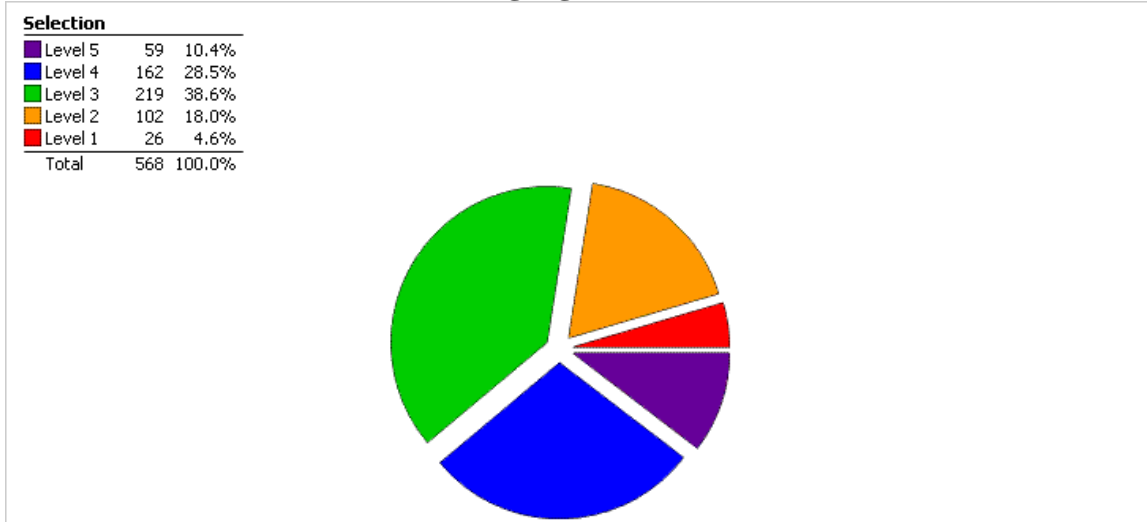
Met Growth/Proficient Spring 2009	160	38.5%
Met Growth/Not Proficient Spring 2009	44	10.6%
Below Growth/Proficient Spring 2009	59	14.2%
Below Growth/Not Proficient Spring 2009	128	30.8%
Outside Growth Range	25	6.0%
Total	416	100.0%



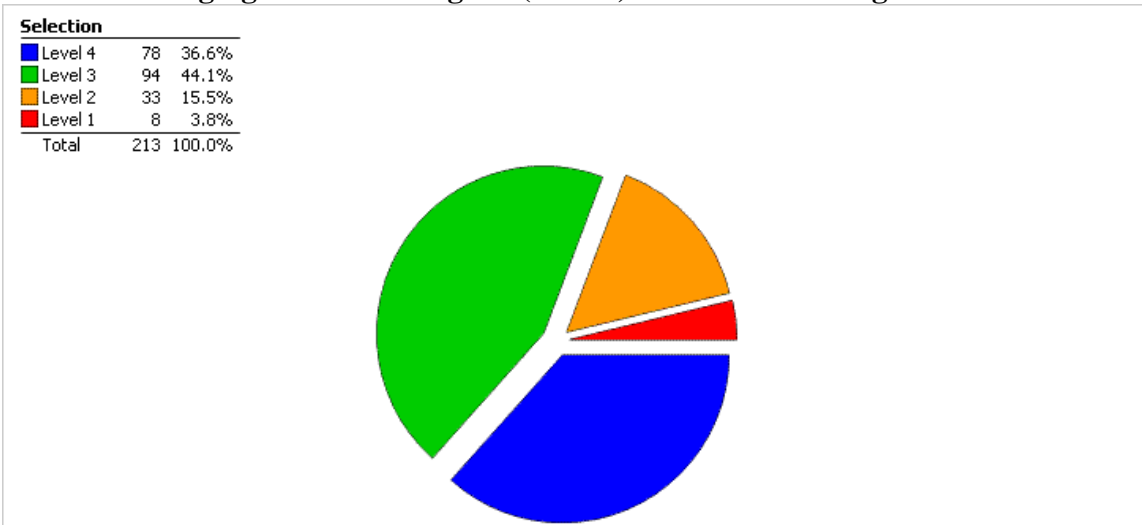
- **Limited English Proficiency Exams for ESL students:**

According to the state AMAO report, TIES made AMAO in 5 of 6 categories with the 0-2.9 cohort for Progress not meeting the state target. Students in Grades K-4 who are LEP identified are assessed in Listening, Speaking, Reading, & Writing annually.

**MNSOLOM - MN Student Oral Language Observation Matrix.**



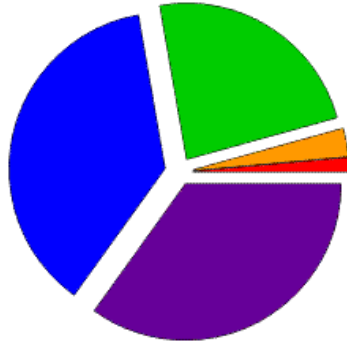
**Test of Emerging Academic English (TEAE) Gr. 3 & 4 Reading**



## Test of Emerging Academic English (TEAE) Gr. 3 & 4 Writing

### Selection

Level 5	73	34.9%
Level 4	78	37.3%
Level 3	49	23.4%
Level 2	6	2.9%
Level 1	3	1.4%
Total	209	100.0%

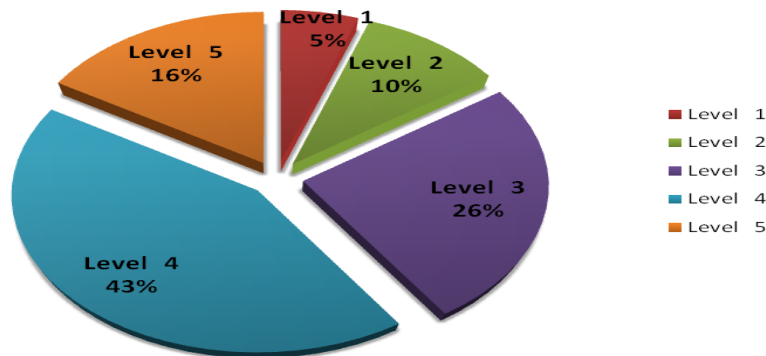


### • LAS LINKS

The LAS LINKS is a set of individually & Group administered tests that provide a sampling of English proficiency in oral language, reading and writing. The test purports to measure cognitive academic language proficiency (CALP), defined as language proficiency needed in academic settings, rather than everyday settings where basic communication skills (BICS) are required.

### LAS Links English Proficiency Levels - Spring 2009

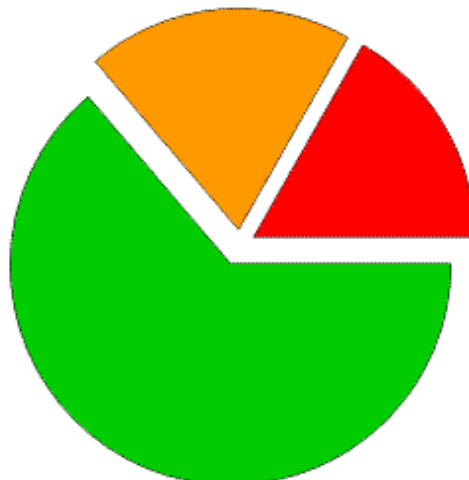
TIES Grades 1-



### • Dibels – Oral Language Fluency Gr. 1-4

#### Selection

Low Risk / Benchmark	285	63.8%
Some Risk / Strategic	87	19.5%
At Risk / Intensive	75	16.8%
Total	447	100.0%



## **5. Academic Goals for 2008-2009 School Year**

Listed below are the goals set in the Annual Report for the 08-09 school year and the status of goal achievement.

Our academic goals are aligned with the mission of the school and with our weekly staff development meetings. In addition to the standardized tests, the teachers have weekly grade level meetings that focus on student improvement and each student will have a comprehensive portfolio that demonstrates student individual growth. Each student will have their own individual learning plan. Each year the school establishes the academic goals. The goals are monitored through analyzing the MCA data, NWEA data and running records at each grade level.

### **Goal One: TEAE Reading & Writing**

**Part 1: Achieve at least 5% increase Proficiency on the TEAE Reading test in 2008-2009.** Although our school has a slightly higher proficiency than the state average, our goal is to move our proficiency levels from 17% to 22%

**Goal Status: Achieved.** Our proficiency levels were at 35%.

**Part 2: Achieve at least 5% increase Proficiency on the TEAE Writing test in 2008-2009.** Our goal is to move our proficiency levels from 14% to 19%

**Goal Status: Achieved.** Our proficiency levels were at 33%.

### **Goal Two: Language Proficiency**

**Achieve a language proficiency increase of 10 months in grade levels K-2 as measured by the Woodcock Munoz Language Survey in Spring 2009.**

**Goal Status: Un-measurable** – through a committee of school stakeholders it was determined that the school purchase a different testing program called LAS LINKS. This program allows us to test students in a more proficient manner and to be aligned to many of the school districts around our location.

### **Goal Three: Make AYP**

**Achieve AYP in all sub-categories in Math and Reading based on results of MCA II Test.**

**Goal Status: Partially Met.** We achieved AYP in all sub-categories for Math. We achieved Safe-Harbor for all sub-categories for Reading.

### **Goal 4: MCA-II Reading and Math**

**To increase the number of students in the proficient categories by 5% for both 3<sup>rd</sup> and 4<sup>th</sup> Grades.**

**Goal Status: Achieved.** Reading – Gr. 3 increase of 16%, Gr. 4 increase of 23%.

Math - Gr. 3 increase of 24%, Gr. 4 increase of 35%

## **6. Other Student/School Goals for the 2008-2009 School Year**

### **Goal One: Individual Learning Plans**

**Each student in the school will have an Individual Learning Plan that documents growth in reading and math that is review on a quarterly basis and with families twice a year.** Each student will have an individual learning plan created by their teacher. Each student will know their growth target for reading and for math. In addition, each parent will see the plan and contribute to the plan. The teachers will introduce the plans to the parents at fall conferences.

**Goal Status: Achieved** Each student has a portfolio that follows them from grade to grade. Included in the portfolio is a copy of their Individual Learning Plan.

**Goal Two: Maintain fund balance of 10% or more for the 2008-2009 school year**

Currently TIES has a very healthy fund balance of 18%. We want to continue this healthy fund balance while meeting the needs of all students.

**Goal Status: Achieved** TIES fund balance at the end of the 2009 Fiscal year was 24%.

**Goal Three: Staff development activities that align with school mission**

TIES holds weekly staff development meetings/activities every Wednesday. These meetings are directly aligned with the Title I goals for the school and the directly aligned with the needs of our students who are, for the majority LEP students. Staff also meet weekly in grade level teams to discuss student data and Individual Learning Goals.

**Goal Status: Achieved**

**Goal Four: Committed to parent outreach, empowerment, and parent education**

A committee will be formed to survey parents to discover what kinds of support and educational training they would like to see happen through the school. Parent nights will be designed around these requests and around the needs of the school to share information regarding how parents can get involved in their children's education. TIES will maintain its contributions to the UBAH Adult Education Program located here at our building which runs from 6-9pm Mondays through Thursdays all school year long.

**Goal Status: Achieved.** Parent involvement is very high at our school. Parent/teacher conferences were attended at a 90-95% rate. In addition, our school prides ourselves on the excellent communication between the school and the community. We have a computerized phone tree to inform parents of important school events and we call all of our parents when we have a school cancellation due to weather. Two grade-level specific parent meetings were held in the fall of the year to meet the above requirements.

## **7. Current Goals for the 2009-2010 School Year**

### **Academic Goals:**

**Goal One: Make AYP in both Reading and Math**

**Part 1: To increase the number of proficient students in math by 5% (from 75% to 80%).**

**Part 2: To increase the number of proficient students in reading by 10% (from 58% to 68%).**

**Goal Two: Make AMAO in all categories.**

**Goal Three: To improve TEAE Reading and Writing scores by 5% as a school.**

**Goal Four: To increase the total number of students who have Met Growth Targets AND are Proficient by Spring 2010 in both Reading and Math by 5%.**

### **Additional Goals:**

**Goal One: To provide staff training and support so teachers can effectively utilize our data warehouse solution – Viewpoint in making data-driven instructional decisions.**

**Goal Two: To provide staff training and support so teachers can effectively utilize our online Individual Learning Plan program – Student Plans, in making data-driven instructional decisions and outlining interventions and extensions for individual students.**

**Goal Three: To incorporate technology in all grades, with emphasis on 3<sup>rd</sup> and 4<sup>th</sup> grade classrooms and the use of SmartBoard technology in academic lessons.**

**Goal Four: Maintain fund balance of 12% or more for the 2009-2010 school year. (Current fund balance at 24% but due to 27% state hold-back and other state reduction measures, our goal is to maintain a healthy fund balance.)**

**Goal Five: To assist parents with learning how to help their students with homework and academic expectations.**

**8. Authorizer Information**

Century College has sponsored TIES since it opened in the fall of 2001. The contract with Century College was renewed in June of 2008 for three years. Our sponsor liaison for the 2008-2009 school year was:

Mr. Tom Black & Dr. Mark Felsheim  
 Dean, Division of Instructional Support, Services and Technology  
 Century College  
 3300 Century Avenue North  
 White Bear Lake, MN 55110

Dr. Felshim has been the main authorizer contact for the past 8 years. Last year, Dr. Felshim and Mr. Black shared in responsibilities for communication and support with Century College. In addition to the contact, the college will receive a copy of the annual report and school report card. In June of 2008, the school Director and Board Chair met with Dr. Felsheim to discuss additional goals for the school beyond what is required for the state Annual Report. These goals were reviewed at a meeting with Dr. Felsheim, Mr. Randal Eckart, Director, and Mr. Abdikarim Mohamed, Board Chairperson, on July 7<sup>th</sup>, 2009. The following chart is a list of those original goals as they were reported on at monthly board meetings.

- **Century College requested goals for the 2009-2010 school year, in addition to above goals in #7. (given July 2009)**

Goal	Standard
<b>Governance</b>	
1. Develop and publish annual schedule of meeting dates and times.	Annual calendar and documentation of publicity.
2. Review and update board policies.	Board minutes and summary of updates at the end of the year.
3. All board members will attend a minimum of two training sessions by the Minnesota School Board Association or other recognized training resource.	Annual log of training attended.
4. Review contracts for conflict of interest.	Annual report of conflict of interest review.
5. Board will review whether or not it wants to remain a teacher majority board.	Board minutes and summary report to Century College
6. Annual review and documentation that the school in legal and contractual compliance.	Board minutes and annual summary.
7. Monitor and insurance fiscal stability.	Regular budget review at all meetings and maintenance of a positive fund balance.

<b>Administration</b>	
1. Supportive of teacher and staff empowerment and training.	Log of teacher and staff training and communication structures.
2. Committed to personal professional development.	Log of training attended.
3. Sensitive to issues of conflict of interest.	Report to the board of any potential conflict of interest.
4. Committed to team building for student achievement.	Log of activities and sample reflective pieces.
5. Completion of annual report.	Annual report delivered to board, MDE and sponsor.
<b>Teachers</b>	
1. Committed to personal professional development.	Log of training attended.
2. Committed to academic excellence.	Logs and minutes of discipline meetings.
3. Committed to team building for student achievement.	Log of activities and sample reflective pieces.

<b>Academic Goals</b>	
1. Will meet AYP in reading and mathematics.	Test scores and annual report.
2. Committed to the development of individual learning plans by all students.	Sample of ILPs.
<b>Non Academic Goals</b>	
1. Committed to parent outreach and empowerment.	List and description of parent activities.
2. Committed to parent education and orientation.	List and description of activities.
3. Create a supportive school climate that respects the students' cultural heritage while helping them adapt to American society.	Summary of activities and annual sponsor led open forum with parents and communities.

- **Governance**

School Board elections occur on a rotating cycle, with each member serving a three year term. One half of the board is up for election in each two successive years, the third year there is no election.

The 08-09 TIES School Board Members:

School Board Member	Group Represented	Board Position	Length of Service
Wesam Shaker	Teacher	Voting member	1.6 years
Kristin Kjolsing	Teacher	Treasurer	2 year
Mandee Rickard	Teacher	Voting member	2 year
Abdisamad Ibrahim	Community	Voting member	8 years
Ibrahim Aden	Teacher	Secretary	1.6 years
Jessica Wroblewski	Teacher	Voting member	1 months

Abdirashid Warsame	Community	Voting member	8 years
Abdikarim Mohamed	Community/Parent	Chairman	3 year
Mohamed K. Ahmed	Community/Parent	Voting member	1 years
Tom Black & Mark Felsheim	Century College, Authorizer	Ex-Officio	1 year; 8 Years
Dr. Randal Eckart	School Director	Ex-Officio	3 years

- **Teaching Staffing Information**

Twin Cities International Elementary School Staff 08-09

<b>Teacher</b>	<b>Assignment</b>	<b>MN Folder #</b>	<b>Status</b>
Christel McDowell	Kindergarten	441663	Retained
Kari Dronen	Kindergarten	406178	Retained
Alison Frette	Kindergarten	429781	Retained
Maureen Shealer	Kindergarten	415119	Resigned
Tova Loddigs-Werlinger	Kindergarten	402993	Retained
Lauren Johnson	Kindergarten	432450	Retained
Sierra Boyle	First Grade	434802	Retained
Kristin Kjolsing	First Grade	421557	Retained
Wendy Johnson	First Grade	424149	Retained
Sarah McCoy	First Grade	419344	Resigned
Christina Pulver	First Grade	436101	Retained
Lynn Whitfield	First Grade	418633	Retained
Crystal Williams	Second Grade	430429	Not Renewed
Gretchen Lansing	Second Grade	418090	Retained
Karen Wagner	Second Grade	407497	Retained
Kari Nonn	Second Grade	432254	Resigned
Jana Oistad	Second Grade	419060	Resigned
Linda Scheneman	Second Grade	306612	Retained
Lauren Dess	Third Grade	435257	Retained
Mike Ogorek	Third Grade	439097	Retained
Jenne Heidenson	Third Grade	426539	Retained
Kirsten Stensvagg-Hammer	Third Grade	443596	Retained
Mandee Rickard	Third Grade	419560	Retained
Jana Janis	Fourth Grade	429134	Retained
Geoff Ketter	Fourth Grade	431286	Retained
Melissa McLeish	Fourth Grade	405253	Retained
Dorothy Sauser-Moning	Fourth Grade	371023	Retained

Julie Mertens	Fourth Grade	400902	Not Renewed
Chris Lonke	Physical Education	369762	Retained
Angela Stuhr	Physical Education	437098	Retained
Ibrahim Aden	Arabic	60201	Retained
Wesam Shaker	Arabic	430749	Retained
Ruchi Sharma	K-Language Development	53121	Resigned
Annie Ittner	ESL	391751	Retained
Mel Muller	ESL	434606	Retained
Jean Zivkovich	Library/Media	426847	Retained
Carol Good	Technology	183086	Retained
Hesbon Simba	Special Education	434311	Retained
Randy Eckart	Special Education	425970	Retained
Monica Lake	Reading Teacher	415869	Retained
Sandi Smith	Data Coordinator	332879	Retained
Jessica Wrobleski	Reading Specialist	410062	Retained

The teacher retention rate was 83%. Of the teachers who left, four moved out of state/country, two teachers were not asked to renew their contracts, & one teacher took a part-time position in another MN district to spend more time with her children.

- **Additional information:**

**Enrollment Procedures:**

TIES employs 2 full-time assistant directors/parent liaisons to help disperse information about our school to the community. Parents come to the school office to meet with a representative of the school and to fill out the enrollment form. Students are placed in classrooms based on class size. We are a school of choice for parents. At the time of enrollment, parents also complete a permissions form for field trips and technology use, media releases, and medical emergency/Syrup of Ipecac. In addition, parents complete State/Federal food forms. A copy of our enrollment form is attached.