

Annual Report on Curriculum, Instruction & School Achievement

Twin Cities International
Elementary School
District 4077

2010-2011

Submitted to the Minnesota Department of Education
October 1, 2011

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1.0 Report Introduction

1.1 Purpose

The Twin Cities International Elementary School successfully completed its tenth year of operation during the 2010-2011 school year. The report submitted below fulfills the required data elements requested by the Minnesota Department of Education in accordance with MN Statutes, section 124D.10 (2009). 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 12th Avenue North
Minneapolis, MN 55401
612-821-6470
randale@iecmail.net

1.2 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.

1.3 About the School

East Africans, mostly Somali and Oromo speaking people, are the fastest growing population in Minnesota – the Twin Cities community alone is estimated at 40,000 – 50,000 and this influx shows no sign of abating. Over the last five years, the number of Somali students in the Minneapolis Public Schools has tripled and large urban school districts throughout the Twin Cities region have struggled to address the needs and challenges of this new community. East African children typically arrive in the United States with little formal schooling and enter the education system academically behind their English-speaking, American-born peers. Their parent(s) or guardian(s) are often just learning English themselves and work multiple jobs, making it nearly impossible to effectively supervise and help their children with their homework. East African education leaders, alarmed that their children were not reaching levels of academic achievement necessary to lead successful adult lives, started a grass-roots initiative to create two public charter schools to meet the special needs of children in the East African community.

The Twin Cities International Elementary School and the MN International Middle School opened in the fall of 2001 to provide best-practice English as a Second Language (ESL) instruction in an American school environment. The curricula of both Schools rely upon research-based academic programs with nationally proven track records and are oriented toward enabling students to master the English language and other areas crucial for leading positive, active lives as United States citizens. The learning environment, however, is as

important as the materials being taught. Class size is kept smaller than our large district counterparts to ensure individual attention and members of the East African community are in each classroom as teaching assistants, acting as tutors, counselors, interpreters, and providing a vital link to the community.

2.0 School Governance
2.1 Information

School Board Member	Group Represented & File # if Licensed	Board Position	Length of Service	Attendance Rate	Date Seated	Contact Information
Wesam Shaker	Teacher-430749	Voting member	3.6 years	40%	8/08	wesams@iecmail.net
Kristin Kjolsing	Teacher-421557	Treasurer	4 year	80%	7/07	kristink@iecmail.net
Christena Pulver	Teacher-436101	Voting member	1 year	80%	7/10	christenap@iecmail.net
Abdisamad Ibrahim	Community	Voting member	10 years	70%	7/07	abdisamadi@iecmail.net
Ibrahim Aden	Teacher-60201	Secretary	3.6 years	50%	6/07	ibrahima@iecmail.net
Jessica Wroblewski	Teacher-410062	Voting member	2.1 years	80%	6/08	jessicaw@iecmail.net
Abdirashid Warsame	Community/Parent	Voting member	10 years	90%	7/07	abdirashidw@iecmail.net
Abdikarim Mohamed	Community/Parent	Chairman	5 year	100%	8/06	abdikarimm@iecmail.net
Osman Mohamed	Community/Parent	Voting member	0.8 years	87%	11/10	osmanm@iecmail.net
Dr. James Gross Mr. Tom Black	Century College, Authorizer	Ex-Officio	1.8 years 2.4 years	50% 50%	N/A	james.gross@iecmail.net tom.black@century.edu
Dr. Randal Eckart	School Director-309096	Ex-Officio	5 years	100%	N/A	randale@iecmail.net

2.2 Narrative

The School Board is the policy making group for TIES. The Board is responsible for school programs & operations by law, it delegates some portion of that authority to the Director. The School Board meeting schedule is posted on the website as are copies of the Board meeting minutes. 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. Elections for the School Board are held in June at the Annual Meeting for available positions.

3.0 School Management and Administration

3.1 Organizational Chart

School Management	Assignment	File Folder #	Years Employed by School	Left During 09/10	Not Returning 10/11
Dr. Randal Eckart	Director	309096	5 years		
Abdullah Mohamed	Assistant Director	PD Plan	6 years		
Ali Muse	Assistant Director	PD Plan	7 years		
Kelli Wilson	Assistant Director	362475	5 years		

3.2 Description of Roles & Responsibilities

The Director of the Twin Cities International Elementary School provides educational leadership and maintains positive behavior management policies. Communicates to the Board of Directors, staff, families, students, and the community about school issues. Manages the building operations and issues, such as, budgeting, grant writing, reporting to the state, and overseeing financing, human resources, and day-to-day operations. The Director provides leadership, development, accountability, coordination, and training for the school’s chosen curriculum.

The Assistant Director of Curriculum and Instruction provides instructional leadership by working closely with the Director, Assistant Directors of Community and Family Relations, Reading Coach, and Data Coordinator. Guides curriculum, instruction, and teacher development with the ultimate goal of improving teaching practice and student academic success. The Assistant Director of Curriculum Instruction also provides leadership, development, accountability, coordination, and training for the school’s curriculum.

The Twin Cities International Elementary School employs two Assistant Directors of Community and Family Relations; one representing the Somali Community and the other, representing the Oromo Speaking Community. These Assistant Directors provide community and family relations leadership by working closely with the Director, Assistant Director of Curriculum and Instruction, and Transportation Coordinator. They guide the school’s community with the goals of student recruitment, retention, and academic success. The Assistant Director of Community and Family Relations provides leadership, development, accountability, coordination, and training for the school’s communities and families.

3.3 Narrative of Educational Background of School Director

The current School Director, Randal W. Eckart Sr. Ed.D., is currently in his fifth year of employment (as Director) for The Twin Cities International Elementary School. Prior to this position, Dr. Eckart has been a Special Education Teacher, a Junior High Principal, Superintendent of three different school districts, and Adjunct Professor for Educational Leadership at St. Cloud State University. Dr. Eckart has a Bachelor of Arts Degree in Psychology from Roosevelt Univ. in Chicago, A Bachelor of Science, Master of Science, and Specialist Degrees in Education from St. Cloud State Univ.,

and A Doctorate Degree in Education from the University Of North Dakota, Grand Forks. In addition, and outside of the field of education, Dr. Eckart has been the Chief Operations Officer for the National Funeral Directors Association, a Chicago Police Officer, and the manager of several businesses in the State of Minnesota.

3.4 Administrative Professional Development Plans

3.4.1 Professional Development Plan for Ali Muse

Sept. 2010

I am currently enrolled in the M.A. in Educational Leadership Cohort program at Concordia College, (Begun in Fall of 2009).

For the School Year 2009-2010:

I have attended and completed all of my cohort classes at Concordia College. They are as follows: Educational Issues #502, Research in Education #521, Diversity in Education #507, School Law- Legal and Ethical Issues in Education #508, and Leadership in Education #550.

- Goals Met: Transcript on File with School

For the School Year 2010-2011:

I have already begun the M.A. Cohort for the 2010-2011 School Year beginning with Class, Curriculum and Instruction #554. I will also be attending “Charter School Leader Qualifications & Development Plan” Action Workshop at the MACS Charter School Association.

- Goals Met: Completed Master’s Degree in Educational Leadership, Spring 2011 from Concordia University and Certificate of Workshop Attendance provided to School with Plan Update

For the School Year 2011-2012:

I will attend the Training schedule offered by the Metropolitan Principal’s Academy – Leadership In-Service Series. Some of the keynote speakers are Anthony Muhammed and Mike Schmoker. I will continue to participate in several seminars with the Charter Leader’s Network.

3.4.2 Professional Development Plan for Abdullah Mohammed

For the School Year 2009-2010:

Attended workshops for Minnesota School Boards Association Training Work Shops Phases I and II for 2009-2010.

Attended several meetings with Center for School Change regarding improving student achievement.

Met with Century College representatives at Ubah High School regarding strategic planning for student achievement.

- Goals Met: Certificate of Attendance provided to Board including meeting summaries.

For the School Year 2010-2011:

I will be attending “Charter School Leader Qualifications & Development Plan” Action Workshop at the MACS Charter School Association. In addition I will be registering in Concordia College class School Law- Legal and Ethical Issues in Education #508 along with class #507 Diversity in Education.

- Goals Met: Facilitated new Authorizer’s site visit and advised the legal issue pertaining to the authorizing process, attended meetings with Center for School Change regarding parent involvement and attended School Governance and Employment Matters Seminar.

For the School Year 2011-2012:

I will be attending & completing Legal and Ethical Issues in Education, course #508, a cohort setting at Concordia University in which I am registered.

4.0 Teaching Faculty Information
4.1 Informational Chart

Teacher	Assignment	MN File Folder #	Left During 10/11	Not Returning 11/12
Christel Watson (McDowell)	Kindergarten	441663		
Kari Bohle (Dronen)	Kindergarten	406178		
Alison Nelson (Frette)	Kindergarten	429781		
Tova Loddigs-Werlinger	Kindergarten	402993		
Lauren Johnson	Kindergarten	432450		
Bethany Forsberg	First Grade	449812		
Amanda Morse	First Grade	449266		
Christina Pulver	First Grade	436101		
Linda Scheneman	First Grade	306612		
Emily Jaeger	First Grade	180100		X
Gretchen Lansing	Second Grade	418090		
Karen Wagner	Second Grade	407497		X
Amy McDonald	Second Grade	447418		X
Wendy Johnson	Second Grade	424149		
Kari Noon	Second Grade	432254		X

Lauren Dess	Third Grade	435257		
Mike Ogorek	Third Grade	439097		
Kirsten Stensvagg-Hammer	Third Grade	443596		X
Ben Sartori	Third Grade	445392		
Sierra Boyle	Third Grade	434802		
Jenne Heidenson	Fourth Grade	426539		X
Geoff Ketter	Fourth Grade	431286		X
Melissa McLeish	Fourth Grade	405253		
Dorothy Sauser-Moning	Fourth Grade	371023		
Mandee Rickard	Fourth Grade	419560		X
Lorie Vanaki	Autism Specialist	254630	Contracted Employee	
Chris Lonke	Physical Education	369762		X
Angela Stuhr	Physical Education	437098		
Sandy Strand	Director of Special Ed.	377347	Contracted Employee	
Ibrahim Aden	Arabic	60201		
Wesam Shaker	Arabic	430749		
Mary Dybvig	Psychologist	241182	Contracted Employee	
Elizabeth Berget	ESL	53121		
Annie Ittner	ESL	391751		X
Mel Muller	ESL	434606		
Theresa Christofferson	Adaptive Physical Ed.	301401	Contracted Employee	
Jean Zivkovich	Library/Media	426847		
Therese Schreder	Occupational Therapist	MDH - 100427	Contracted Employee	X
Allie Burke	Speech Clinician	458522	Contracted Employee	X
Hesbon Simba	Special Education	434311		
Randy Eckart	Special Education	425970		
Kristin Kjolsing	Reading Teacher	421557		X
Monica Lake	Gifted/Enrichment Teacher	415869		
Sandi Smith	Data Coordinator	332879		X
Jessica Wroblewski	Reading Coach	410062		X

4.2 Narrative

There were 39 licensed staff members and 6 contracted licensed staff members during the 10/11 school year. The teacher retention rate from 10-11 to 11-12 was 66%. Of the teachers who left after the 10-11 school year, two teachers moved out of state due to spouse employment, and two other teachers moved from the area to

be closer to family. Four staff accepted coaching or central office positions in other MN districts or with the University of MN. Of the six contracted service providers, two had contracts with agencies that were not renewed. Much of the large turnover was due to staff being unsure of the new State requirements for charter schools and Authorizers and the timeline in which Authorizers were approved.

5.0 Support Faculty Information

5.1 Informational Chart

Support Staff	Assignment	Years Employed by School	Highly Qualified Status	Left During 10/11	Not Returning 11/12
Ahmed Warsame	Community Elder	8 yrs	N/A		
Abshiro Adan	Community Elder	4 yrs	N/A		
Abshiro Jama	Food Service	4 yrs	N/A		
Halima Haji	Food Service	8 yrs	N/A		
Shukri Farah	Food Service	4 yrs	N/A		
Hawa Abdi	Food Service	8 yrs	N/A		
Kelley Booth	Office Manager	4 yrs	N/A		
Nasro Awl	Receptionist	6 yrs	N/A		X
Lucus Bogle	Director of Technology	5yrs	N/A		
Mohammed Osman	Transportation Coordinator	8 yrs	N/A		
Fouzia Salad	Health Aid	6 yrs	N/A		
Abdulkadir Salah	Educational Assistant	3 yrs	Yes		
Shukri Mohamud	Educational Assistant	3 yrs	Yes		
Fathi Ahmed	Educational Assistant	4 yrs	Yes		
Abdi Rashid	Educational Assistant	7 yrs	Yes		
Naimo Mohamud	Educational Assistant	5 yrs	Yes		
Anisa Ali	Educational Assistant	1 yrs	Yes		X
Khadijo Ali	Educational Assistant	3 yrs	Yes		X
Zahra Nooh	Educational Assistant	7 yrs	Yes		
Mohamoud Hussain	Educational Assistant	2 yr	Yes		
Khadra Abdulle	Educational Assistant	7 yrs	Yes		
Marian Aden	Educational Assistant	7 yrs	Yes		
Aliya Omer	Educational Assistant	7 yrs	Yes		
Mohamed Abdi	Educational Assistant	6 yrs	Yes		X
Adam Kulmiye	Educational Assistant	3 yrs	Yes		
Degha Shabbeleh	Educational Assistant	3 yrs	Yes		
Fuad Abdulmalik	Educational Assistant	5 yrs	Yes		
Abdi Sardeye	Educational Assistant	1 yr	Yes		X
Abdulwahab Osman	Educational Assistant	3 yrs	Yes		
Abdihakim Isse	Educational Assistant	5 yrs	Yes		
Barre Mohamed	Educational Assistant	5 yrs	Yes		
Guled Mohamed	Educational Assistant	1.5 yrs	Yes		X
Mohamed Egeh	Business Office	Contracted Service	N/A		
Abdirizak Hassan	Business Office	Contracted Service	N/A		

5.2 Narrative

There were 33 support staff employees during the 10-11 school year. We retained 82% of this staff. Of the six employees who did not return for the 11-12 school year, two had contracts non-renewed due to a reduction in programming based on the number of Special Education students moving to the next grade and out of our school. One found other employment, one moved out of state due to spouse employment and one employee returned to Africa. The contracted was continued with the Business Office which provides us services for payroll, accounting, and billing.

6.0 School Admissions and Enrollment

6.1 School Attendance

School Year	KDG	1 st Gr.	2 nd Gr.	3 rd Gr.	4 th Gr.	Total	Attrition Rate
2007-2008	115	126	121	113	80	555	N/A
2008-2009	121	118	120	113	97	569	+1.02%
2009-2010	113	121	114	110	103	561	-1.01%
2010-2011	116	116	120	111	113	576	+1.03%
Estimated 2011-2012	120	120	120	120	115	595	

6.2 Application and Enrollment Procedures

- The CHARTER SCHOOL is open to all students in grades kindergarten through 12th grade.
- The CHARTER SCHOOL may not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability.
- The CHARTER SCHOOL shall enroll an eligible pupil who submits a timely application, unless the number of applicants exceeds the capacity of the program, class or grade level. In such cases, selection shall be by lot. A student continuing for the next school year will be reenrolled for the next year without re-application.

The law provides:

124D.10 CHARTER SCHOOLS

Subd. 9. **Admission requirements.** A charter school may limit admission to:

- (1) pupils within an age group or grade level;
- (2) people who are eligible to participate in the graduation incentives program under section 124D.68; or
- (3) residents of a specific geographic area where the percentage of the population of non-Caucasian people of that area is greater than the percentage of the non-Caucasian population in the congressional district in which geographic area is located, and as long as the school reflects the racial and ethnic diversity of the specific area. A charter school shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case pupils must be accepted by lot. If a charter school is the only school located in a town serving pupils within a particular grade level, then pupils that are residents of the town must be given preference for enrollment before accepting pupils by lot. A charter school shall give preference for enrollment to a sibling of an enrolled pupil and to foster child of that pupil's parents before accepting other pupils by lot. A charter school may not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability.

Our practice has been: We have no deadlines and serve students and families year round. We have no waiting lists. Because our East African families tend to be quite large (average 6-7 children) and because parents will not separate their children and send them to different schools, we fill openings based on family needs. In addition, our openings need to be coordinated with our sister Middle and High schools.

In the future, we do not plan to make any changes to our admissions process because we have no current waiting lists and parents seem quite satisfied with our current application process.

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 pre-enrollment (Application) form. Students are placed in classrooms based on class size. We are a school of choice for parents. Copies of the Pre-Enrollment (Application) and Enrollment forms can be found in the appendix A.

Before a student's first day of class, the School must receive the following completed in full:

What do we require?

- International Education Center (Twin Cities International Elementary School) Enrollment Form
- Immunization record
- Birth Certificate, I94, Green Card, or government issued equivalent

Before or on the first day of class, the following forms must be signed:

1. Permission Forms
2. Medical Condition and Allergy Notification Form
3. Administrating Prescription Medications Form (as necessary)
4. Health and Emergency Form
5. Food/Nutrition Forms
6. Annual Notification of Rights and Privacy of Student Information and Records Form

Within 2 weeks of starting school, appropriate staff will test the student with developmentally appropriate measures to provide a broad sampling of proficiency in oral language, reading and writing to ensure class placement and academic English language assistance if necessary.

6.3 Student Demographics

- 98.4% Black & 1.6% White/Other
- 93% English as a Second Language (LEP)
- 96% Free & Reduced Lunch qualification
- 4% Special Services Students
- 95% AYP Attendance Rate
(data taken from MDE School Report Card)

7.0 Academic Programs

7.1 Curriculum Overview

The School offers specialized instruction to students in grades K-4 in Reading, Math, Language Arts, Science, Social Studies, Arabic, and Physical Education. This public charter was started in 2001 to meet the particular cultural and learning needs of East African students. Now, the School serves students from a wide variety of cultural backgrounds.

English as a Second Language is offered to meet student needs to learn English at an academic level. Students whose first language is not English or where English is not spoken at home are tested on entrance to assist in their placement. A handbook of the School's English Language Acquisition Policy and Procedures is available to all parents on the school's website and is also available at the School Office.

The School has also implemented SIOP (Sheltered Instruction Operational Protocol) to ensure that our majority LEP (Limited English Proficient) student population can make simultaneous grade level progress in content area knowledge while developing their academic English abilities. By reducing the difficulty of language around content area materials--and intentionally working on students' academic listening, speaking, reading and writing skills--SIOP makes it possible for students to maximize their learning potential throughout the day. Content area specialists connect teaching objectives to state standards and utilize NWEA data to ensure progress along a vertically integrated curriculum model.

To augment the student's background knowledge, which has been demonstrated to have the largest connection to reading comprehension and vocabulary development in LEP students, all grade levels participate in field trips to local museums, nature centers, drama performances, etc... TIES offers two days a week of after school programs in reading, math and homework help, and an additional three days a week of an off-site after school homework tutoring center staffed by our teachers and educational assistants at six to seven locations around the metro area. Additionally, volunteers from Cretin Durham Hall High School are actively involved with our students offering tutoring in reading and math instruction.

Reading and Writing

The TIES reading program utilizes two reading curriculums: The Success For All reading curriculum uses everyday books loaded with reading strategies, vocabulary, comprehension, discussions with the class and/or partners, and creative writing. The Guided Reading program puts leveled books into the hands of our students. Students' instructional reading levels are determined based on data from several different types of formal assessments. Your child's teacher will administer the assessments to determine your child's reading level. Assessments will also be utilized to encourage students to choose books at their instructional reading level. These programs give students the opportunity to develop into mature, confident, independent readers.

Students also have many opportunities to write. These include writing poems, stories, and reports. Writing helps improve vocabulary, grammar, punctuation and penmanship skills.

Handwriting

Printing is taught in grades Kindergarten through 2nd Grade. Cursive is taught in third & fourth grade. Students will receive handwriting homework on a regular basis. It is expected that students complete their handwriting homework neatly.

Math

TIES adopted the math curriculum, HSP Math in 2008. It has been designed to meet the needs of each individual learner. The program offers interventions, enrichment, problem solving skills, language support, and reinforcement of skills being taught throughout the year. Students in grades Kindergarten through 2nd grades have consumable workbooks. Grades three and four will be using hard cover text books and practice workbooks.

Social Studies

TIES also adopted Houghton-Mifflin, a social studies curriculum, in 2008. This curriculum focuses on geography, history, economics, social science, and culture. Throughout our units we will incorporate technology, literature, hands-on real world connections.

Science:

Science combines reading, math, and hands-on experience. Students utilize FOSS Kits for experiments and Scott Foresman textbooks to provide engaging, grade level text. The textbooks incorporate reading strategies, vocabulary, and comprehension.

Physical Education:

Physical Education develops motor skills and fitness. Students learn how to cooperate through games and sports. Students will have P.E. class twice a week for 50 minutes each session.

Elementary students primarily learn the basic fundamental motor skills. These skills include:

- Locomotor Skills (Run, hop, jump, skip, leap, etc)
- Body Management Skills (Stop and start with control, relationships to objects and people, levels, directions and dodging skills)
- Object Control Skills (Throw, catch, kick, dribble with hands and feet)
- Cooperation

Arabic:

Arabic classes for all grades K-4 meet approx. every third day for 45 minutes each session. After reviewing material presented the previous school year, the students will expand their Arabic vocabulary using computer software called Rosetta Stone. Rosetta Stone allows students to learn basic listening, reading, writing, and speaking in Arabic. The topics learned in Arabic are:

- Salutations and courtesies
- Colors
- Family members
- Parts of the body
- Clothing
- Foods
- Weather
- Months
- Descriptive words
- House and household goods
- Furniture

Although our main focus is on the oral/aural aspect of the language, the students will increasingly be reading and writing basic statements in Arabic. Each student will

receive an Arabic book, which they will be held responsible for bringing back-and-forth to school/class.

Media & Technology:

Classroom teachers will be incorporating technology lessons into their regular content. Students will become more familiar with the basic use of a MAC computer system. Students will learn keyboarding, word processing, and research skills. They will have supervised use of the Internet to conduct research. Media classes address academic content in four areas: reading and media literacy, the research process, response to and use of technology, and technology skills. Reading and media literacy studies include becoming familiar with wide range of authors through authors of the month, exploring prize winning books, comparing and contrasting stories presented through different media, and selecting books at the appropriate reading level. Students develop research skills by learning how information is organized in the library and in books, how to use the library catalog, how to locate library materials, and how to find information using the internet. Students demonstrate proper and appropriate use of equipment and materials, taking care of the school resources and evaluating when to use a program or resource. Students improve their technology skills, including faster and more accurate keyboarding and the use of the Microsoft Office suite to communicate academic learning.

7.2 Class Size

Our class sizes are kept smaller than our neighboring school districts to help ensure independent student needs are best met. Our class sizes average 24:1 teacher + 1 Educational Assistant. Due to our collaborative planning and instructional approach, classes are rarely taught at a 24:1 ratio, but rather often taught in much smaller sizes as support staff and teacher push-in to classrooms, bringing down the class size to less than 20:1.

7.3 2010-2011 Goals

Academic Goals:

Goal One: Make AYP in both Reading and Math

Part 1: Increase # of proficient students in math as measured by the MCA-II Assessment by 5% on the Spring 2011 test.

- *Did not meet (decrease of 7.9%)*

Part 2: Increase # of proficient students in reading as measured by the MCA-II Assessment by 10% on the Spring 2011 test.

- *Goal met (increase of 11.1%)*

Part 3: Decrease the # of students scoring in the Does Not Meet Category in math as measured by the MCA –II Assessments by 5% on the Spring 2011 test.

- *Did not meet (increase of 15.4%)*

Part 4: Decrease the # of students scoring in the Does Not Meet Category in reading as measured by the MCA –II Assessments by 5% on the Spring 2011 test.

- *Goal met (decrease of 10%)*

Goal Two: Make AMAO in all categories

-

Goal Three: Increase # of Proficient students by 15% in grades K-4 in reading as measured by our local assessment—MAP tests by the Spring 2011 test.

- *Did not meet (increase was 7.5%)*

Goal Four: Increase # of Proficient students by 12% in grades K-4 in math as measured by our local assessment—MAP tests by the Spring 2011 test.

- *Did not meet (increase was 5.4%)*

Additional Goals:

1. To provide staff training and support so teachers can effectively utilize our online Individual Learning Plan Program in collaboration with a Response to Intervention Plan in making data-driven instructional decisions and outlining interventions and extensions for individual students.
 - *Goal met*
2. To incorporate technology in all grades and the use of SMARTBoard technology in academic lessons.
 - *Goal met*
3. Maintain Financial Security with healthy fund balance of 18% or greater.
 - *Goal met*
4. To involve families in academic planning and goal setting through the use of Individual Learning plans and parent meetings throughout the school year, especially families for students who are not showing progress in their academic learning.
 - *Goal met*

7.4 2010-2011 Academic Data

The MN Comprehensive Assessments (MCA-II & MCA-III), are tests that measure how well a student has mastered the state’s academic standards at both 3 & 4th grade in reading and math. Students do not pass or fail the MCAs but are considered “proficient” if they meet or exceed the standards set by the State. The state uses the MCA results to identify schools (districts) who are not making Adequate Yearly Progress (AYP) as defined by the NCLB legislation.

Figure 1: 2010 Math Proficiency Rates for TIES (61.6%) & the Total State (57.8%).

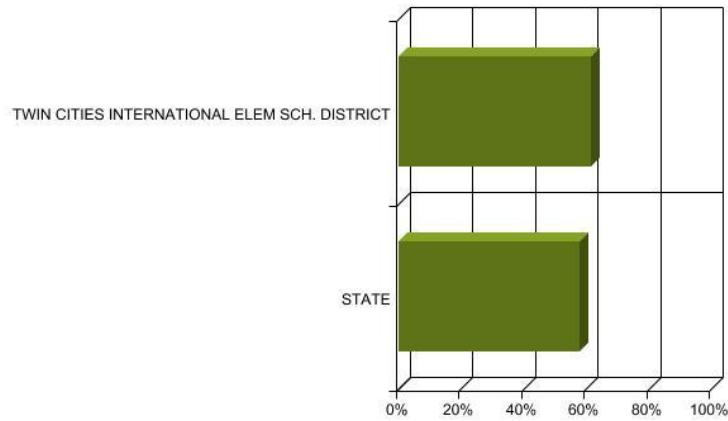


Figure 2: 2010 Reading Proficiency Rates for TIES (63.2%) & the Total State (74.6%).

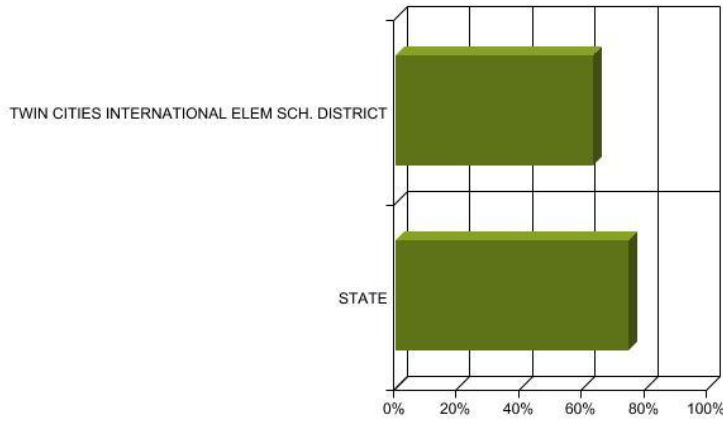


Figure 3: 2010 MCA Math scores by Grade Level as compared to the State.

Gr. 3 (56.3%) State (70.1%)

Gr. 4 (67.0%) State (67.2%)

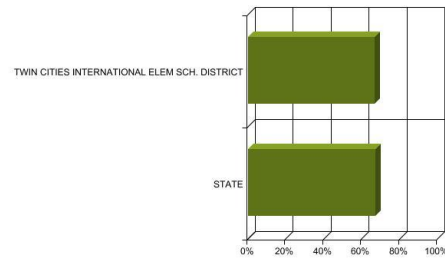
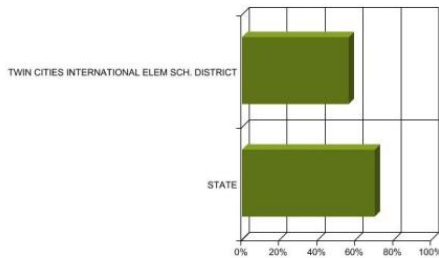
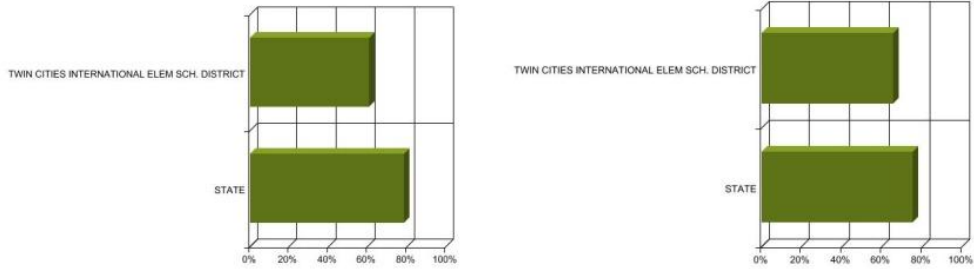


Figure 4: 2010 MCA Reading scores by Grade Level as compared to the State.

Gr. 3 (60.9%) State (78.5%)

Gr. 4 (65.5%) State (75.1%)



Growth reports for 4th Grade MCA-II Math

*Scores from 2010-2011 are not comparable to the 2009-2010 School Year

Growth reports for 4th Grade MCA-II Reading

*Scores not available on Educator Portal as of the date of this report

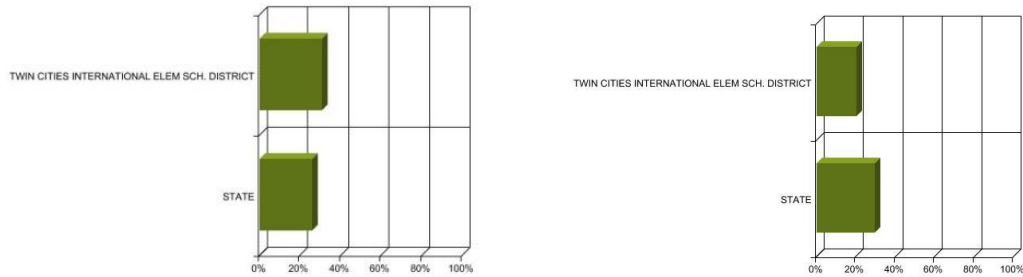
Test of Emerging Academic English (TEAE)

The TEAE test is designed to assess English Language Proficiency for students who qualify for the State LEP designation. The following scores are based solely on students in Gr. 3 & 4 who are LEP students. This was the final year for the TEAE assessments.

Figure 6: 2011 TEAE scores as compared to the State.

TIES Rdg.(30.9%) State (25.9%)

TIES Writing (20.2%) State (29.5%)

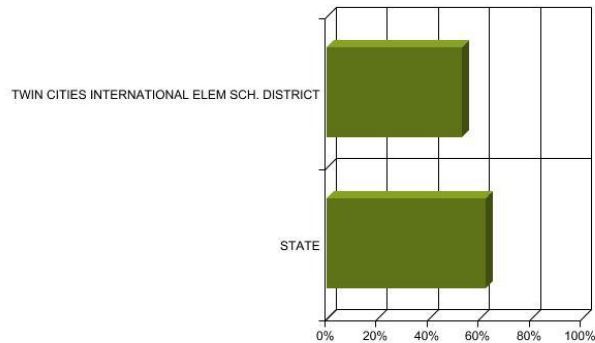


Student Oral Language Observation Matrix (MN SOLOM)

The MN SOLOM assessment is used to measure English Language Proficiency in the areas of Speaking and Listening for all grades if a student qualifies for the State LEP designation. Teachers give students a score in 6 areas pertaining to their social and academic language. Our school performed well in all areas except for LEP students who have been in school for less than 3 years. We have created an action plan & are focused on improving the scores of students in that bracket. This was the final year for the SOLOM assessments.

Figure 7: 2011 MN SOLOM scores for Speaking & Listening as compared to the State

TIES (53.1%) State (62.3%)



Measure of Academic Progress (MAP) Tests

Map tests are computerized assessments done in the Fall, Winter, & Spring of each year, These assessments show student growth over time as well as providing nationally-normed grade equivalent benchmarks and predictors of performance on the State MCA assessments. Students set goals for growth at each assessment window and teachers are able to pinpoint individual learning targets (standards) for their students.

Figure 8: 2010-2011 Spring Proficiency scores School-wide Math.

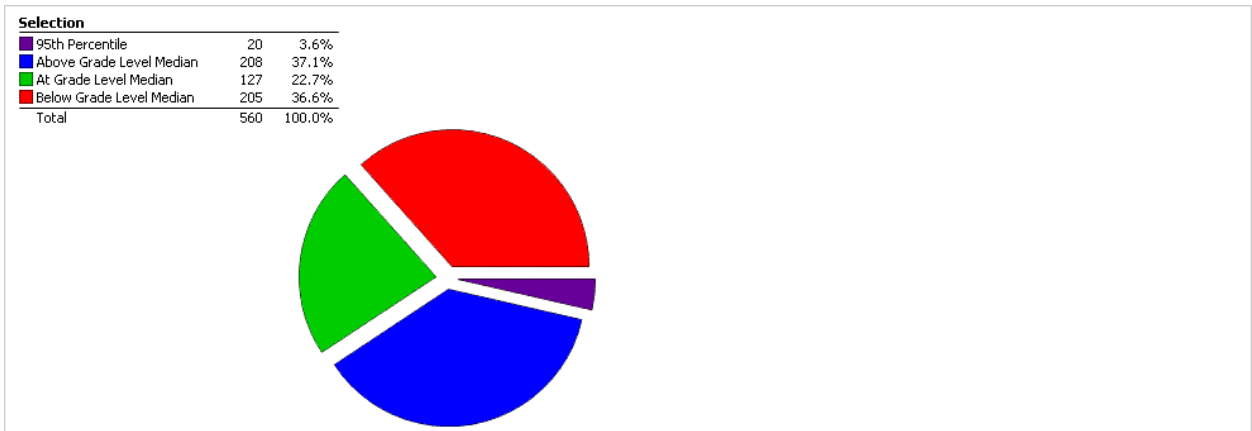
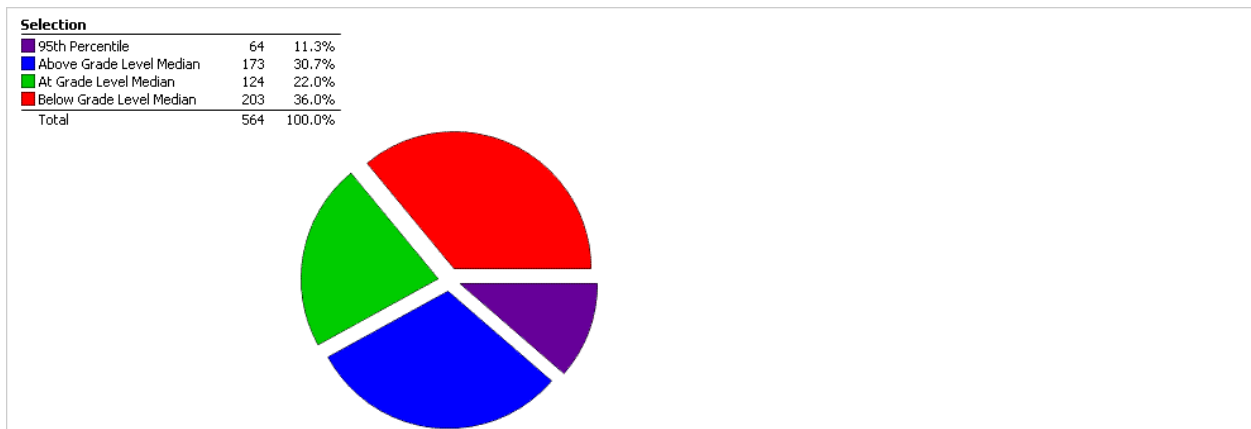


Figure 9: 2010-2011 Spring Proficiency scores School-wide Reading.



DIBELS Oral Reading Fluency Tests

These timed oral reading fluency assessments show student growth over time. Students set goals for growth at each assessment window and teachers are able to pinpoint individual learning targets (standards) for their students.

Figure 10: 2011 Spring Oral Reading Fluency Proficiency, School-wide

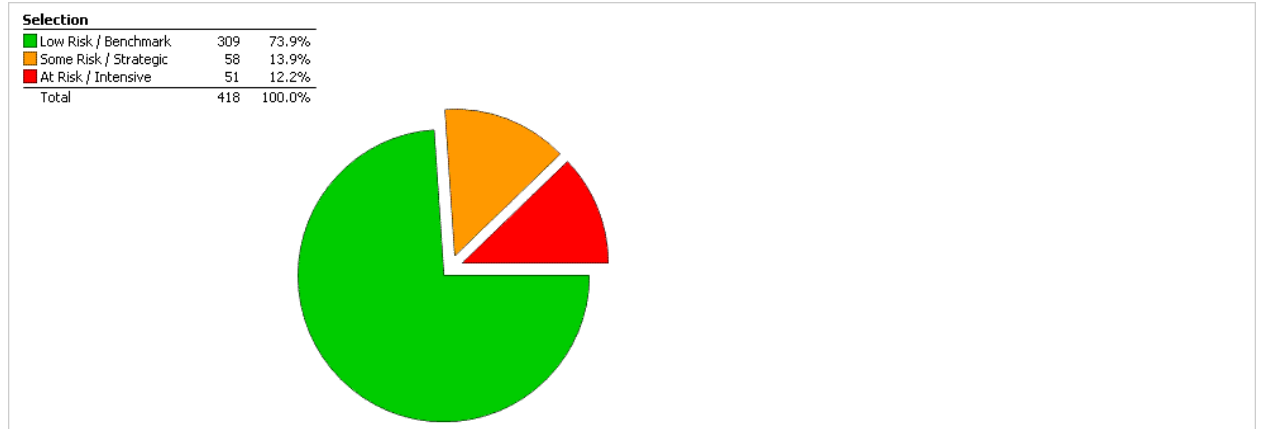


Figure 11: Four year Reading Program (Success For All) Data Analysis

- Data represents the # of students reading at grade level by the end of each school year as measured by the Mastery Level of the SFA program.

	KDG	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade
2007-2008	No Data	36%	48%	29%	26%
2008-2009	98%	54%	43%	42%	37%
2009-2010	89%	79%	58%	43%	42%
2010-2011	99%	71%	70%	63%	55%

Figure 12: Analysis of 4th Grade, “Black” ethnic sub-group TIES students and the efforts to close the achievement gap.

“Black” subgroup only	Percent Proficient 4 th grade math
Twin Cities International School 4 th Grade	66.1
State of Minnesota	40.0
Hennepin County	35.7
Eden Prairie School District	57.7
Edina School District	66.7
Minneapolis School District	22.4

8.0 Innovative Practices

Some of the major innovative practices implemented over the past four years and currently set in place for the 2011-2012 school year are as follows:

- Individualized learning plans
- Common prep times for teaming, addressing individual student needs, and building teaching interventions
- Data collection and analysis
- Using data to drive instruction
- Goal setting based on a mind-set of continuous improvement
- SIOP and structured reading interventions
- RTI Response to Interventions
- Creating common assessments

These innovative practices have been implemented in accordance with the Twin Cities Elementary School's strategic vision for improving student academic achievement. Our primary focus is on learning. Being in accordance with various professional learning community models, we emphasize a collaborative teaming model in our school, holding high expectations for all students, in which continuous improvement and essential learning outcomes are results based.

The other half of our innovative practices put in place to ensure our strategic vision come to fruition is: an entire teaching staff that is dedicated to

- Commit to learning for all
- Build shared vision and values
- Work in collaborative teams
- Establish essential outcomes
- Create common assessments
- Examine student data to improve instruction
- Commit to continuous improvement

9.0 Program Information

9.1 Challenges

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.

Space allocations within the building can be a challenge at times due to high demand from growing populations and programs. In addition, there is a strong advocacy from the community to offer a pre-school program which, due to the lack of funding and space is prohibitive at this time.

The new legal restrictions on Authorizers and the state financial hold-back have also created new challenges which divert attention from our primary business of teaching and learning.

The introduction of online State assessments proved to be a challenge for our student population during the 2010-2011 year. We will strive to meet the technological needs of our students by adopting the Study Island reading and math online programs to help students become more familiar with the manipulation of the computer.

9.2 Future Goals for 2011-2012 School Year

Academic Goals

Goal One:

Part 1: Increase # of proficient students in math as measured by the MCA-III Assessment by 3% on the Spring 2012 test.

Part 2: Increase # of proficient students in reading as measured by the MCA-II Assessment by 3% on the Spring 2012 test.

Goal Two:

Part 1: Decrease the # of students scoring in the Does Not Meet Category in math as measured by the MCA –III Assessments by 3% on the Spring 2012 test.

Part 2: Decrease the # of students scoring in the Does Not Meet Category in reading as measured by the MCA –II Assessments by 3% on the Spring 2012 test.

Goal Three: 85% of students taking the NWEA Map Assessment will meet their expected growth targets in math according to the NWEA National Placement Benchmarks by Spring 2012.

Goal Four: 85% of students taking the NWEA Map Assessment will meet their expected growth targets in reading according to the NWEA 85% of students taking the NWEA Map Assessment will meet their expected growth targets in math according to the NWEA National Placement Benchmarks by Spring 2012.

Goal Five: Students taking the ACCESS test for English Learners will exceed the state average for students taking the same test by 5% of the composite score as measured on the Spring 2012 assessment.

Goal Six: Students identified as needing Special Education services taking the NWEA Map assessment as designated by their IEP, will meet their expected growth target

according to the NWEA National Placement Benchmarks by Spring 2012.

Additional Goals:

Goal One: 100% of teaching staff will receive weekly professional development in areas such as LEP/EL techniques, working with special education students, technology, utilizing online Individual Learning Plan programming in collaboration with our Response to Intervention plan in making data-driven instructional decisions, and the delivery of instructional strategies.

Goal Two: TIES will involve at least 90% of families in academic planning and goal setting through the use of Individual Learning Plans and parent meetings, specifically reaching out to families of students not showing sufficient progress in their academic learning.

Goal Three: TIES will maintain at least a 95% student attendance rate in the 2011-2012 school year.

Goal Four: TIES will maintain an enrollment of at least 570 students in the 2011-2012 school year.

Goal Five: No more than 5% of TIES students will be referred for more than one disciplinary concern during the 2011-2012 school year.

Goal Six: TIES will make AYP in both reading and math as a result of Spring 2012 testing.

10.0 Finances

10.1 Audit Summary

The Twin Cities International Elementary School Annual financial reporting audit for the fiscal year that ended on June 30, 2010 was compiled and presented to the School Board by HLB Tautges Redpath, LTD.

Financial Highlights:

Key financial highlights for the 2010 fiscal year include the following:

- The School met state Adequate Yearly Progress (AYP) requirements on state reading and math assessments while maintaining a strong financial position.
- The strong financial position is directly attributable to a stable student enrollment.
- Net revenues of \$7,876,037 were received and expenditures of \$7,158,174 were incurred, which resulted in \$717,863 increase in fund balance.
- The School ended the year with a general fund balance of 35.7% of general fund expenditures.

Financial Analysis of the School as a Whole:

Net Assets:

The School's net assets were \$2,903,774 on June 30, 2010. The School's net assets for 2009 were \$2,185,911.

Changes in Net Assets:

The School's total revenues were \$7,876,037 for the year ended June 30, 2010. Program revenues accounted for 28.2% of total revenue for the year.

Schedule of Findings and Questioned Costs:

- Section II-Financial Statement Findings.....Internal Control/Audit Adjustments

Condition: Audit adjustments were identified during the audit affecting allocations of wages, payroll taxes and benefits to eliminate interfund receivables/payables and to adjust special education receivables/payables.

Cause: Unknown, however, the School's year end closing process did not timely identify all needed adjustments.

Recommendation: We recommend that the School continue efforts to improve its year end closing process to eliminate or at least reduce the number of needed adjustments.

- Section III-Federal Award Findings...Inconsistent documentation for federal payroll expenditures: Title I cluster

Condition: For employees whose time is charged to the Title I program, we tested 32 of the School's "Federal Personnel Activity Reports" and noted that eight had different FTE amounts than were actually charged to Title I and one had no signature.

Cause: Not Determinable

Recommendation: It was recommended that the School put controls in place to ensure the federal documentation requirements are met. Specifically make sure that "after-the-fact" documentation of time includes the amount spent on specific federal programs and all other programs so there is full accounting of all time for each employee involved in federal programs. Also, we recommend the individual signing the forms date them as well.

- Section IV- Minnesota Legal Compliance Finding . . . Deficiency in collateral for deposits

Condition: At June 30, 2010, the School held interest bearing deposits at Wells Fargo of approx. \$729,000. Generally, deposits up to \$250,000 are insured by the FDIC. Deposits require collateral of at least ten percent more than the amount on deposit in excess of that covered by FDIC insurance. The collateral required was \$527,000 and the amount of collateral that could be verified as of the date of this report was approx. \$258,000. Thus, collateral was deficient by \$269,000.

Cause: Changes in FDIC limits may have contributed to this situation. During the year Wells Fargo discontinued their participation in the FDIC's TAG program that had previously provided unlimited FDIC insurance for some accounts.

Recommendation: The School has obtained sufficient collateral subsequent to year end. To enable the School to monitor compliance going forward, we recommend the School obtain statements of collateral from the bank on a regular basis.

10.2 Budget Explanation

Our school is funded by public dollars from both the state and federal government.

Revenues:

The general operating fund revenue for the school for 2010-2011 was \$7,876,037.

The state hold back for 10-11 was 30% of our operating funds.

Expenditures:

The expenses of the school can be broken down into the following categories:

School Support Services includes Administration, Staff Development, Uniforms, Memberships, Financial Services, General Supplies, Communication Services, and Technology Equipment.

Regular Instruction includes Staff Salaries & Benefits, Instructional Materials, Textbooks, Testing Services, Media Resources, and Technology.

Instructional Support Services includes Staff Development, Staff Salaries & Benefits, and Materials.

Pupil Support Services includes Support Staff, Transportation, & Technology.

Site & Building includes Custodial Services, Utilities, Repairs & Maintenance, Building Lease, and Technology.

11.0 Authorizer

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 authorizer liaisons for the 2010-2011 school year were:

Dr. James Gross
 Academic Dean
 Century College
 3300 Century Avenue North
 White Bear Lake, MN 55110
 (651) 748-2609
james.gross@iecmail.net

Mr. Tom Black
 Multicultural Student Center
 Century College
 3300 Century Avenue North
 White Bear Lake, MN 55110
 (651) 779-5754
tom.black@century.edu

11.1 Authorizer Requirements

Dr. James Gross has been the main authorizer contact for the past year. In addition to the authorizer liaison, the college will receive a copy of the annual report and school report card. The annual report and copies of board meeting minutes fulfill the reporting requirements of the school to the Authorizer. However, in addition to the board minutes, the Authorizer has a set of required Board Goals of which progress is reported on at each Board Meeting. The following chart is a list of those Authorizer required Board Goals. Oversight from the Authorizer consists of attendance by the liaison at all board meetings.

**School Board Goals:
 Updated 5/14/2011**

<u>BOARD GOAL</u>	<u>CURRENT</u>		<u>FUTURE</u>
SCHOOL BOARD TRAINING:	<u>November 2010 (Phase I-III):</u> <ul style="list-style-type: none"> • Abdirashid Warsame • Ibrahim Aden • Wesam Shaker • Abdisamad Ibrahim • Abdikarim Mohamed 	<u>August 2010 (Phase I-III):</u> Minnesota School Boards Association (MSBA) <ul style="list-style-type: none"> • Kristin Kjosling • Jessica Wrobleski • Randal Eckart • Ali Muse • Christena Pulver 	<ul style="list-style-type: none"> • Osman Mohamed

<p>INCREASE STUDENT ACHIEVEMENT:</p>	<ul style="list-style-type: none"> • Individual Learning Plans • After School Program • Viewpoint • Staff Development/PLCs • Common Formal Assessments • Response To Intervention (RTI) • Off-site Homework Tutoring • Summer School • Master Minds Intervention Block (Gr. 1-4) • Smart Board Training (K-2 Teachers) • Star Scholar Assemblies • Reading Buddies 	
<p>BUILDING IMPROVEMENTS:</p>	<ul style="list-style-type: none"> • Main Office Renovation- Parent Meeting Room • Classroom SmartBoards (Gr. K-2) • Media/Technology Lab 	
<p>COLLABORATION WITH AUTHORIZER:</p>		
<p>DISCOVERY:</p>	<ul style="list-style-type: none"> • Gifted & Talented Program (Gr. 1-4) • Discovery Class (Kindergarten) 	
<p>COMMUNICATION: (Internal & External)</p>	<p>EXTERNAL:</p> <ol style="list-style-type: none"> 1. School Website <ul style="list-style-type: none"> • School Calendar • Menus • Mission Statement • Student links 2. Parent Newsletter from the Director 3. Somali T.V. <p>INTERNAL:</p> <ol style="list-style-type: none"> 1. Staff Meetings- Mon & Wed 2. Data Meetings- Tues 3. Grade Level Meetings -Thu 	<p>Profiles still needed for school website:</p> <ul style="list-style-type: none"> • Abdisamad Ibrahim • Ali Muse • Mohamed Aden
<p>FINANCE COMMITTEE:</p>	<p>MEMBERS:</p> <ul style="list-style-type: none"> • Kristin Kjolsing • Abdikarim Mohamed • Randal Eckart(Administration) • Mohamed Aden <p>The committee should have an ongoing discussion of the "what if's" to help visualize the future of our school based on the current economy.</p>	<p>Finance committee members would like to set a specific day and time each month to meet.</p>
<p>PARENT EDUCATION</p>		

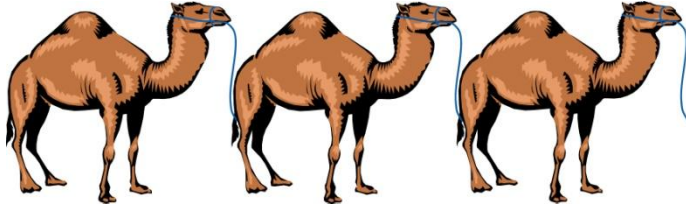
COMMITTEE:		
ADOPTION OF POLICIES:	<p><u>MEMBERS:</u></p> <ul style="list-style-type: none"> • Jessica Wrobleski • Kristin Kjolsing <p><u>2/29/04:</u> 102, 401, 402, 413, 521, 526, 603</p> <p><u>3/21/04:</u> 407, 418, 419, 420, 501, 502, 515, 709,</p> <p><u>11/17/07:</u> 490, 491, 533</p> <p><u>3/8/08:</u> 406, 410</p> <p><u>4/12/08:</u> 417, 145</p> <p><u>10/11/08:</u> 506</p> <p><u>11/15/08:</u> Communication Policy</p> <p><u>12/6/08:</u> 806 Insurance Policy</p>	<p>We are currently working on the following policies:</p> <p>521 & Form (1st reading).</p> <p>526 (1st reading).</p> <p>806 (1st reading).</p> <p>402- DISABILITY NONDISCRIMINATION POLICY (2ND reading).</p> <p>616- SCHOOL DISTRICT SYSTEM ACCOUNTABILITY (2ND reading).</p> <p>522- STUDENT SEX NONDISCRIMINATION (2ND reading).</p> <p>418 (Final reading).</p> <p>419 (Final reading).</p> <p>501 (Final reading).</p>

12.0 School’s State Report Card
<http://education.state.mn.us/ReportCard2005/index.do>

13.0 Non-Profit Status
<http://www.ag.state.mn.us/Charities/CharitySearch.asp>

Appendix

Appendix A: Pre-Enrollment & Enrollment Forms



**Twin Cities International Elementary School
Minnesota International Middle School
277 12th Avenue North
Minneapolis MN 55401-1026
612.821.6470 (phone)
612.821.6477 (fax)**

**International Education Center
2011-2012**

Enrollment Grades Kindergarten- Grade 12

First Name _____ Last Name _____

Address _____

City _____ State _____ Zip _____

Home Phone _____ Cell _____

Grade _____

Parent Name(s) _____

Guardian's Name _____

Name of Previous School _____

Siblings in TIES/MIMS/UMA:

Questions Please Call:

Ali Muse	612-990-7812
Abdirashid Warsame	651-230-4600
Abdullah Mohamed	651-230-4700

International school does not discriminate based on age, gender, ethnicity, economic status, religion or services needed.

Today's DATE: _____

I am applying for:
 ? TIES (K-4th grade)
 ? MIMS (5th-8th grade)

INTERNATIONAL EDUCATION CENTER
Schools K-8 TIES – MIMS
 277 – 12th Avenue North, Minneapolis, MN 55401
ENROLLMENT FORM 2011-2012

The International Schools are public schools. We do not discriminate on the basis of race, religion, ethnicity, sexual orientation or gender.

**Please print clearly*

Student's Legal Name _____ Male or Female _____ Age as of Today's Date: _____ years old
(First Name) (Middle Name) (Last Name)

Do you have a Social Security #? Yes or No _____ Student Social Security # _____ - _____ - _____ Date of Birth _____ / _____ / _____ (month/day/year)

Home Address _____ Apartment # _____ City _____ Zip Code _____

Check the box if this address is a transitional or temporary housing address.

Home Phone Number () _____ Expected Grade in 2010/2011 _____

Lives with /Guardian (Name) _____ Relationship to student _____ Phone Number () _____

Mother's Name _____ Phone Number () _____ (home / work / cell)

Father's Name _____ Phone Number () _____ (home / work / cell)

***EMERGENCY CONTACT** (someone other than the guardian or resident of home address, with a different phone number other than home phone)

*Emergency Contact Name _____ Relationship to Student _____ Phone Number () _____

Does your student have sisters and/or brothers at TIES, MIMS, or UMA?

Name _____ Grade 2010-2011 _____ Name _____ Grade 2010-2011 _____

Name _____ Grade 2010-2011 _____ Name _____ Grade 2010-2011 _____

Name _____ Grade 2010-2011 _____ Name _____ Grade 2010-2011 _____

Country of Birth _____ Nationality (Nationalities) _____

If country of birth is not the United States, what is the Date arrived in the U.S. _____ (month/day/year)

Date started first U.S. School _____ (month/day/year) Name of school _____ Location _____

ADDITIONAL INFORMATION AND ** SIGNATURES REQUIRED ON REVERSE SIDE OF THIS FORM 

PREVIOUS SCHOOL INFORMATION

Name of Last School Attended _____ Location/ Address of Last School _____
 Last grade level in previous school _____ Last Date of Attendance in previous school ____/____/____
 Has the student ever attended school in the State of Minnesota? Yes or No
 If yes, Name of School _____ Location/ Address _____ When (date) _____
 Has the student ever attended TIES (elementary school) or MIMS (middle school) or UMA (high school) here before? Yes or No
 If yes, which school (TIES - MIMS - UMA) dates (school year) attended: _____

LANGUAGE INFORMATION

Primary Language _____ List all the languages your student speaks _____
 Which language did your student learn first? _____ Which language is most often spoken in your home? _____
 Which language does your student usually speak? _____ Which language do you use when speaking to this student? _____

DECLARATION OF RACIAL/ ETHNIC BACKGROUND (federal & state government requires this information)

Is the student Hispanic/Latino?

____ No, not Hispanic/Latino
 ____ Yes, Hispanic/Latin (A person of Cuban, Mexican, Puerto Rican, South or Central American or other Spanish culture or origin, regardless of race.)

What is the student's race?

____ American Indian or Alaska Native
 ____ Asian
 ____ Black or African American
 ____ Native Hawaiian or Other Pacific Islander
 ____ White

****SIGNATURE Guardian / Parent / Adult Student** (that this information is true): _____ Date _____

FOR OFFICE ONLY:	STUDENT ENTRY & CHECKLIST	Intake Person(s)
Enrolled in TIES / MIMS _____	1 st Start Date ____/____/____	Grade in 2010-11 _____
Student ID # _____	MARSS ID # _____	Meal ID # _____
<input type="checkbox"/> F/R Meal Application Form	<input type="checkbox"/> Emergency Contact Information Form	<input type="checkbox"/> Health Records & Immunizations (or No Consent Form)
<input type="checkbox"/> Previous Transcript & Records Requested	<input type="checkbox"/> Records Received	<input type="checkbox"/> PS: Class Placement Schedule
	<input type="checkbox"/> PS: Demo.pg	<input type="checkbox"/> PS: Emerg. Pg
	<input type="checkbox"/> PS: MARSS pg	<input type="checkbox"/> PS: Last School/ LEP pg

Appendix B: Professional Development Plans

Additions and Addendums to Annual Plan

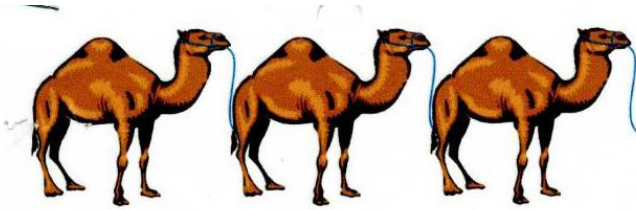
2008-2009

The purpose of this addition to the 2008-2009 Annual Report is to address governance of administrators and educational leadership.

As per Minn Stat. 124D.10, subd.11 (2009), An individual who does not hold a valid administrative license and who serves in an administrative, supervisory, or instructional leadership position shall submit a professional development plan.

Our school maintains two individuals in this administrative capacity; they are Mr. Ali Muse and Mr. Abdullah Mohamed, Assistant Directors for the Twin Cities International Elementary School.

In order to meet these Stat. requirements, the following is documentation for the implementation of the professional development plans for these two individuals, to be included in the Twin Cities International Elementary School's Annual Report.



Minnesota International Middle School
277 12th Avenue North
Minneapolis MN 55401-1026
612.465 8465 (phone)
612.465 8411 (fax)

Professional Development Plan

Name: Ali Muse

Current Title: Assistant Director, Community Relations

Current Education:

Bachelor of Science in Animal Science from Somali National University, Mogadishu, 1980.

Master of Arts in Educational Leadership, Concordia University, St. Paul, Expect to graduate June, 2011.

Professional Development:

* October 2009- Began Courses in Masters Program for Educational Leadership (Concordia University, St. Paul, MN).

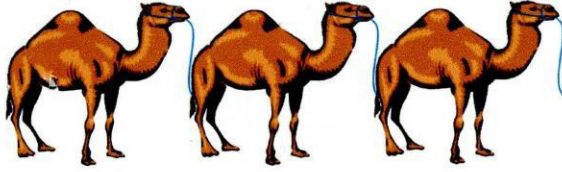
- Submissions will be made to the director as to the status of the masters program on a regular basis (i.e. transcript information)
- Samples of program work also submitted to Director as requested

*Goal: Complete Masters Program by Winter of 2011 with an emphasis in "Educational Leadership".

*Additional Activities:

- Attend all trainings and meetings set forth by the Minnesota Department of Education
- Collaborate with director in updating and tracking school budgets
- Main contact for all homeless students and their parents under McKinney Vento Act
- Main contact for DIRS Reporting (student discipline)
- Stay up-to-date on district and State Student Fair Dismissal Act, procedures and application
- Main contact for all parent meetings and act as parent liaison
- Main contact for homework help centers outside of school (supplying parent information and program direction)
- Track and compile data required by the Authorizer (Century College)

- Collaborate with administration from sister schools .(Minnesota International Middle School and Ubah Medical Academy High School) in student data, English Language Acquisition programming, community outreach and student enrollment, and act as main contact person for TIES



**Twin Cities International Elementary School
Minnesota International Middle School
277 12th Avenue North
Minneapolis MN 55401-1026
612.465 8465 (phone)
612.465 8411 (fax)**

Professional Development Plan

Name: Abdullah Mohamed

Current Title: Assistant Director of Community Relations

Current Education:

Pre Law Degree in Economics and LLB Jurisprudence Degree in Law,
Addis Abeba University, Ethiopia

Master of Arts in Educational Leadership, Concordia University, St. Paul, Expect to Graduate
September, 2011.

Professional Development:

*March 2010 will begin courses in Masters Program for Educational Leadership (Concordia
University, St. Paul, MN).

- Submissions will be made to the director as to the status of the masters program on a regular basis (i.e. transcript information)
- Samples of program work also submitted to Director as requested

*Goal: Complete Masters Program by Winter of 2011 with an emphasis in "Educational Leadership".

*Additional Activities:

- Attend all trainings and meetings set forth by the Minnesota Department of Education
- Advise the directors in educational matters, and on matters relating to East African and other closely connected communities, particularly on the general cultural norms and quasi legal concerns.
- Advise the directors, strengthen inter-community relations to enhance educational commitments and discipline of the students.
- Participate in overall decision-making roles that the school management needs to involve parent and community members with emphasis on Oromo Speaking, Arabic speaking and Somali / Ethiopian Speaking community members.
- Collaborate with director in updating and tracking school budgets

- Represent schools in meetings that the directors cannot attend due to the workload.
- Participate in student recruitment efforts and enrollment.
- Help Directors in the role of classroom observation.
- Track and compile data required by the Authorizer (Century College).
- Collaborate with administration from sister school in curriculum, student data, English Language Acquisition programming, staff trainings and community outreach (Ubah Medical Academy High School).
- Staying up to date on district and state testing regulations and procedures and training staff (District Data Coordinators)

