

DISTRICT #4078



TWIN CITIES
INTERNATIONAL
SCHOOLS

2024-2025 ANNUAL REPORT

COMPREHENSIVE ACHIEVEMENT AND CIVIC READINESS PLAN (CACR)





District #4078 Twin Cities International Schools (TCIS)

Annual Report & Comprehensive Achievement and Civic Readiness Plan (CACR) 2024-2025

**Submitted to Twin Cities International Schools Board of Directors
November 20, 2025**



Submitted to Pillsbury United Communities
November 31, 2025
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1.0 Report Introduction

1.1 School Introduction

The Twin Cities International Schools (#4078) is located at 277 12th Ave. N. Minneapolis, MN 55401. TCIS is a public charter school authorized by Pillsbury United Communities. The report submitted below fulfills the required data elements requested by our Authorizer, Pillsbury United Communities, in accordance with MN Statutes, section 124D.10 subd. 14. TCIS serves students in grades Kindergarten through 8th grade.

Questions about the information provided or any aspects of the school can be addressed to:

Mr. Abdirashid Warsame, Executive Director
Twin Cities International Schools
277 12th Avenue North, Minneapolis, MN 55401
612-821-6470
abdirashidw@iecmail.net

1.2 Website

Our school website is www.twincitiesinternationalschool.org. Our annual report & World's Best Workforce Plan is published on our website, Quick Links and About page & archived in the Teaching & Learning Department section of the website.

1.3 School History

TCIS first began operations in the 2001-2002 school year as two unique schools: Twin Cities International Elementary School (K-5) and Minnesota International Middle School (6-8). The Twin Cities International Schools opened in the fall of 2001 to provide best-practice English as a Second Language (ESL) instruction in an American school environment. During the 2018-2019 school year, the two schools merged to become Twin Cities International Schools (Gr. K-8). We completed our twenty-fourth year of operation during the 2024-25 school year.





2.0 Mission, Purpose & Program

2.1 Mission Statement

Twin Cities International Schools (TCIS) will prepare all students for future success in both school and life.

Utilizing a rigorous standards-based curriculum that challenges every student, we hold our community to high expectations in the pursuit of excellence. We help our students persevere and overcome obstacles.

Through community involvement, our students develop the character traits needed to become active and engaged citizens ready to meet dynamic global challenges.

a. Vision Statement

Twin Cities International Schools (TCIS) recognizes that all children are unique and bring their special qualities to the classroom. We welcome and value students from all cultures, embracing the backgrounds, skills, knowledge, and creativity each brings while allowing them to retain their unique cultural heritage. TCIS works as a community to provide a safe, supportive, engaging, and collaborative learning environment. Working together with students, parents, Teachers and staff at TCIS prepare students for a lifelong love of learning and academic success.

2.2 Statutory Purposes

The overall purpose of TCIS is to provide an educational program that primarily improves pupil learning and student achievement.

(1) improve pupil learning and (2) increase learning opportunities for pupils; TCIS continues to serve a high needs population of students. The district focuses on continuous improvement. This model concentrates on routine evaluation of academic programming to ensure that “best practice” strategies are incorporated in the creation, implementation, and review of student learning opportunities; (3) TCIS’s focus on continuous improvement includes professional development as a critical piece of the framework. The school’s commitment to utilizing “best practice” strategies is seen by the framework that TCIS utilizes for staff development. The district’s program for development is a three-tiered process that combines peer coaching, on and off-site professional development and professional learning communities. Trainings include improving EL instruction and skills, the SIOP Model, Responsive Classroom, ENVoY, Marzano’s New Art & Science of Teaching, effective use of support staff, reading instruction, PLC development, and effective use of data; (4) require the measurement of learning outcomes and create different and innovative forms of measuring outcomes; and



(5) establish new forms of accountability for schools; TCIS continues to utilize the data retreat model to analyze multiple data sets for each student, classroom, teacher, subject, grade and school as well as subgroups within the school. Teacher teams continue their work to refine common formative assessments and learning scales based on data from previous years and assessment data; and (6) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site TCIS continues to be a teacher majority School Board, and staff are routinely invited to attend trainings and to build the expertise within the school, training others on what they have learned. In addition, our school observation model allows teachers to observe one another at their craft, learn new strategies for the classroom, and create professional development plans based on both peer and administrator feedback from observations. The district has provided collaboration opportunities throughout the week, including after-school sessions and common planning times during the school day so that teams can meet regularly.

2.3 Program Model

During the 2024-2025 school year, we operated on the program models described in the paragraphs below.

Students at the elementary school are enrolled in a homeroom class where they receive the bulk of their instruction from one teacher licensed in elementary education. Students change classes for specialist classes such as physical education, social-emotional learning/Arabic, and Art. In addition, students change classes for intervention instruction and for instructional-level reading classes. Students move within these smaller, more focused groups for reading and math intervention based on student academic data, which is continually being monitored and analyzed.

The 6-8 school's program model is based on a middle school/junior high model. Students participate in a six-period day, with a home-based assignment depending on the instructional model. Electives alternate every semester by grade. Student performance on local and state assessments helps create schedules so that all learners receive instruction tailored to their needs. Student academic data, continuously monitored and analyzed, helps rotate students through core and elective classes. Elective classes consist of technology, art, physical education, and explorations. Explorations consist of English Learner, literacy boost, or teacher's aid (TA) options.



2.4 Curriculum

<u>Literacy</u>	Ready Gen	Grade K-5
	UFLI	Grade K-5
	Wit & Wisdom	Grade 6-8
<u>Handwriting</u>	Zaner Bloser	Grade K-5
<u>Math</u>	EnVisions (Savvas)	Grade K-7
	Algebra 1	Grade 8
<u>Science</u>	Interactive Science (Savvas)	Grade K-8
<u>Social Studies</u>	TCI	Grade K-5, 7-8

2.5 State Standards

At the start of the school year, the staff meet in both grade-level PLCs and cross-grade level or content PLCs to plan out the year of instruction. When building curriculum maps, content area specialists connect teaching objectives to state standards and use NWEA data to ensure progress along a vertically integrated curriculum model. This is executed through the process of standard deconstruction. Teams work together to break apart state standards, identify essential skills, and create learning targets. The targets serve as the basis for the curriculum in each content area, ensuring that the state's standards are incorporated into all lesson plans.

Staff articulate standards in student-friendly language called learning targets and align them horizontally into cycles/units for instruction throughout the year. Standards are then aligned vertically to provide scaffolded instruction by grade and aligned to ensure essential learnings are instructed before state assessment timeframes. These standards are aligned across grade levels to the best of their ability, allowing all support staff to work on similar targets/standards for each grade they support. These alignments are reviewed multiple times throughout each trimester and revised in accordance with student needs and goals set forth by the content team. Teachers are aligning their assessments with state standards and creating proficiency scales to determine the level of proficiency for each standard. This ensures that students are assessed and instructed at four levels for each standard. Grade level and/or content teams are using standards-based grading rubrics for each essential learning target.



Included in this alignment are the support services of special education and English Language, since TCIS focuses on a strong push-in model of service. Each lesson begins with the teacher informing students which learning target they will focus on, and integrated learning targets are illustrated throughout the lesson. These learning targets also comprise our report cards, the data students track, and the information shared with parents by the specific standards. This data is reviewed with parents at least biannually during parent conferences. However, they are available for parents at any time.



**3.0 School Demographics****3.1 Enrollment -** *(Information taken from MARSS District ADM Served Report)*

School Year	KDG	1 st Gr.	2 nd Gr.	3 rd Gr.	4 th Gr.	5 th Gr.	6 th Gr.	7 th Gr.	8 th Gr.	Total ADM
2024-2025 ADM	96	104	104	104	112	112	112	112	112	961
Estimated Enrollment 2025-2026	76	86	92	112	108	109	118	102	110	913

3.2 Attrition Rate – 38.2%**3.3 Demographics**

99.7% Black & 0.1% White/Other
 49.8% English as a Second Language (LEP)
 >=90% Free & Reduced Lunch qualification
 4.9% Special Education
 0.0% Homeless

3.4 Geographical Demographics

- Speak eight different home languages: Somali, Oromo, Arabic, Swahili, Amharic, Iban, & English
- Born in 16 different countries
- 77% of TCIS students are born in the United States





4.0 Governance

4.1 Board Members 2024-2025

School Board Member	Contact Information	Board Position	Term Expiration
Warsame Shirwa, Chair	612-821-6470 warsames@yahoo.com	Voting Member/ Community Member	June 30, 2027
Heidi Tesfaye, Director	612-821-6470 heidit@iecmail.net	Voting Member/ Teacher # 508281	June 30, 2026
Yusuf Samatar, Director	612-821-6470 samatar58@yahoo.com	Voting Member/ Parent	June 30, 2026
James Engler, Director	612-821-6470 engler192@gmail.com	Voting Member/ Community Member	June 30, 2026
Abdirazak Botan, Director	612-821-6470 Abdirazak1@msn.com	Voting Member/ Parent	June 30, 2026

4.2 Board Training

During the fiscal year, board members received training on board governance, school finance, and employment law. The documents the board retained to attest to participation include a sign-in form from the training and certificates of completion, which are on file with the board clerk.

4.3 Board Organization

The School Board is the policy-making group for TCIS. The TCIS school board creates, sets, and manages school policy; is responsible for school finance and oversight; and oversees academic performance. The school board delegates to the school Director and the administrative team the responsibility of everyday operational procedures. The School Board meeting schedule is posted on the website, as are copies of the Board meeting minutes. All new and existing policies require School Board approval. Policies must be reviewed annually or on a 3-year cycle, as required by state and federal laws.

School Board elections occur on a rotating cycle, with each member serving a three-year term. Elections for the School Board are held at the Annual Meeting in May/June for available positions during the regular school calendar. The school board is composed of 3 teachers and 4 community members & parents. All board members participate in required training to meet the legal requirements for a Charter School Board Member. A representative from the current Authorizer also serves ex officio on the Board of Directors, along with the school Director.

Each board member annually signs conflict-of-interest documentation in conjunction with state lease aid applications and the annual audit. Background checks have been completed for each school board member.



5.0 School Management

5.1 School Organization

The school board is composed of 1 teacher and four community members & parents. A representative from the current Authorizer also serves ex officio on the Board of Directors, along with the school Executive Director.

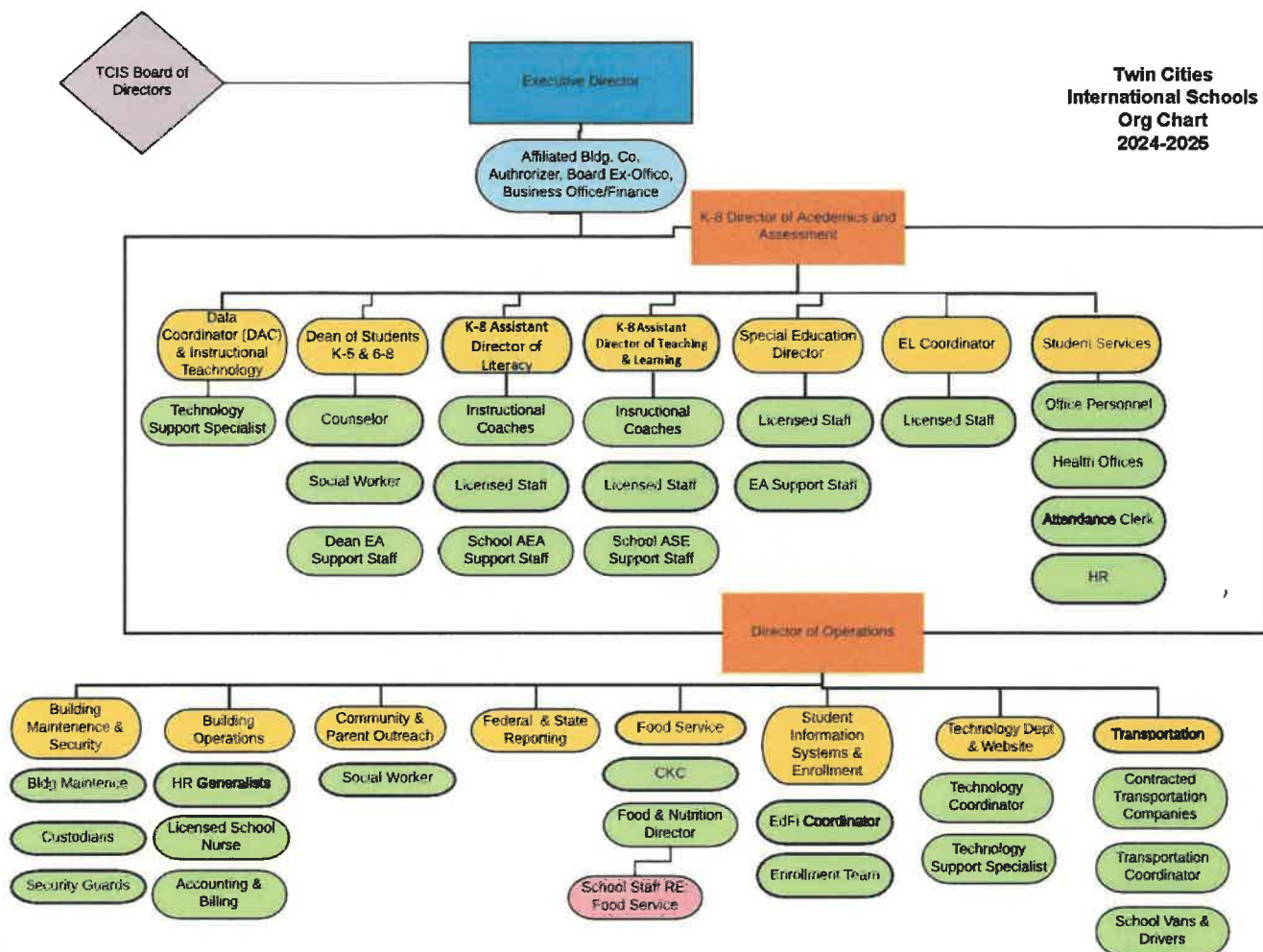
The administrative team consists of an Executive Director, a Director of Finance & Operations, a K-8 Principal/Director of Academics & Assessment, a K-8 Assistant Director of Literacy, and a K-8 Middle School Assistant Director of Teaching & Learning.

The school's business management is contracted out to an accounting company whose primary role is to advise the Finance Committee and School Board on budget and fiduciary matters. Members of the Finance Committee are school administration and school board members. Legal counsel is also contracted with a reputable Law Firm, Bassford Remele, and utilized on an as-needed basis. The school administration handles Human Resources needs along with a full-time Human Resources Generalist.

The TCIS school board creates, establishes, and manages school policy, is responsible for school finance and oversight, and oversees academic performance. The school board delegates to the school Director and the administrative team the responsibility of everyday operational procedures. HR functions such as employment, employment law (state and federal), background checks, employee files, staff attendance, maintaining employee files, and facilitating benefits are delegated to the HR Specialists.



Organizational Chart for 2024-2025:





5.2 Administrative Team

School Administration	Position	File Folder #	Qualifications for this Position
Abdirashid Warsame	Executive Director	490311	Mr. Abdirashid Warsame is currently the director of Twin Cities International Schools. Mr. Abdirashid was the Director of Minnesota International Middle School from 2001-2014. Mr. Warsame holds a bachelor's degree in management and accounting from the Somali Institute of Development Administration and Management and a degree in Information Technology from NEI College of Technology. Mr. Warsame earned a master's degree in Educational Leadership at Concordia University in St. Paul. Mr. Warsame completed his Education Specialist (Ed.S) degree in the spring of 2014, with principal licensure, at Concordia University St. Paul.
Kelli (Wilson) Smith	K-8 Director of Academics and Assessment	362475	Ms. Kelli (Wilson) Smith was a classroom teacher for 10 years and served as the Director of Curriculum and Assessment since 2006. Kelli has worked primarily with elementary-age students from Kindergarten to 6th Grade in both California and Minneapolis. Kelli received her Bachelor's Degree from MN State University Moorhead, holds a Master's of Arts Degree from Hamline University, and an Education Specialist Degree from St. Thomas University. Kelli is a licensed teacher, grades 1-6, and a licensed administrator.
Jessica Wroblewski	Assistant Director, Literacy K-8	410062	Ms. Jessica Wroblewski, Ed. D. (ABD), is the Assistant Director of Literacy at TCIS. She graduated with a Bachelor of Science in Elementary Education from St. Cloud State University and has been an educator for 14 years. Jessica also obtained a Master of Arts in Educational Administration, K-12 Principal Licensure, and a Doctor of Education in Leadership from St. Mary's University of Minnesota. Before joining the TCIS administrative team, Jessica served as a teacher and reading program coordinator at TIES from 2009-2011, and as the K-5 principal at Palomares Elementary in Castro Valley, CA, from 2013-2015.
Ismail Ahmed	Director of Finance & Operations	490224	When he first relocated to Minnesota in 2012, he served as a data & development coordinator at Minnesota International Middle School and as an Assistant Director for Academics—teaching & learning — at



			MIMS. After this appointment, Mr. Ismail worked as an Assistant Director for Curriculum & Instruction at Ubah Medical Academy from 2015 (Charter School HS 9-12 in Hopkins, MN). In 2020, he joined TCIS as the Director of the Middle School, and in 2022, he was appointed Director of Finance & Operations. In the community realm, Mr. Ismail has served on several local boards. He served on the Advisory Board of Pillsbury United Communities (Office of Public Charter Schools) and the Normandale College Advisory Board. He holds principal and superintendent licenses from Concordia University, St. Paul.
Jennifer Pare, EdD	Assistant Director, Teaching & Learning K- 8	455066	Ms. Jennifer Pare holds a bachelor's degree in elementary education with a specialty in 6-8 math from the University of Minnesota, Twin Cities. In 2012, Ms. Pare received her master's degree in education from the University of Minnesota. In June of 2018, she obtained her K-12 principal license from Bethel University. Ms. Pare taught 4 years of 6th-grade math at MIMS and spent two years as an instructional coach. Ms. Pare earned her doctoral degree in education leadership at Bethel University.



6.0 Staffing Information (see Appendix B for Staff Rosters)

6.1 Access to Equitable and Diverse Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long-term needs to ensure equitable access to excellent educators for all students. TCIS is a single school charter district with two programs. Therefore, on our school site, teachers are hired for specific grade or content-level positions and only with the appropriate license. All teachers are placed in classrooms with low-income and minority children. TCIS gives additional consideration to teachers who apply with experience for the interview process. TCIS also provides additional salary compensation to teachers who hold dual licenses in EL and their content licensure area, and TCIS reimburses staff for coursework that would enhance their professional credentials.

6.2 Licensed Staff

Total Licensed teachers at LEA: **83**

Total Licensed teachers who taught core content during the school year: **54**

Other Licensed staff served as school support staff, including counselors and social workers, instructional coaches, and intervention teachers (Licensed Administrators: 29).

6.3 Non-Licensed Staff.

Number of non-licensed school staff during school year: **56**

6.4 Professional Development

The administration provides numerous opportunities for staff to receive training both inside and outside of the district. Staff are encouraged to attend workshops in their fields of expertise and share what they have learned with their peers to train them. TCIS also provides staff on-site training in numerous programs. The on and off-site trainings include, but are not limited to:

- Professional Learning Communities
- New Art & Science of Teaching, Marzano
- SIOP (Sheltered Instruction Observation Protocol) Model
- ENVoY (nonverbal classroom management)
- Technology integration
- PBIS Supports and Strategies
- Mental Health and Suicide Prevention - 321 Insights

Teachers receive training and ongoing coaching from the instructional coaches, as well as the literacy coach/coordinator and math/technology coach/coordinator. The coach/coordinators develop best-practice literacy and numeracy instruction and mentor teachers in the effective planning, implementation, and evaluation of content mastery.



Staff work in Professional Learning Teams or Communities (PLCs). These teams are composed mainly of the staff in each specific grade/content area. The coach/coordinators and school administrators work collaboratively with all teams. Department leads (6-8) or Guiding Coalition members (K-5) meet with administration and coordinators once a month to give and receive updates. Teams meet weekly after school to create and evaluate common formative assessments, review standards-based grading rubrics, analyze data, and plan for instruction. Grade-level teams also meet once a week during their 50-minute prep time to analyze data and discuss students who need additional interventions and support. They focus on interventions to support all learners.

New Teacher Seminar sessions were held monthly to provide ongoing, consistent learning opportunities for novice teachers in rigorous standards, social and emotional learning, and data-driven instruction, ensuring alignment and integration across these areas. These New Teacher Seminar sessions were facilitated by the Assistant Director of Teaching and Learning, instructional coaches, and/or other veteran staff members within the building.

Since a large number of our students are English Learners, we gear all professional development to address language acquisition needs. Teachers also participate in peer coaching and observations throughout the year. Substitute teachers and coaches are provided throughout the day to allow staff to observe and learn from each other.

Staff members at TCIS participate in an extensive review process each year in alignment with the State's required Evaluation Plan. During the first week of the observation cycle, staff are asked to turn in four complete lesson plans detailing their plan for reading, math, masterminds, and either science or social studies for K-5 teachers and one lesson plan per content for 6-8 teachers. The administrative team evaluates member reviews of these plans, and the teacher is observed once during that first week. During the second week of the cycle, the teacher participates in a Conversation Meeting with the observer to debrief the observation, lesson plans, and class data, and to discuss guiding questions based on Charlotte Danielson's *Four Domains of Professional Practice* for 6-8 and the *New Art & Science of Teaching* for K-5. Following the meeting, the observer places the teacher on the rubric adapted by TCIS. The teacher then meets with the administrator the following week to review the rubric placement. Following this meeting, the teacher meets with their instructional coach to review the feedback and develop a professional development plan (PDP). For the next 2-3 months, the teacher works on implementing the PDP before meeting again with their instructional coach. We encourage each teacher to select one area to improve, even if they received a proficient or distinguished rating.



7.0 Finances

7.1 Finance Management

The School's business management is contracted out to an accounting company whose primary role is to advise the Finance Committee and School Board on budget and fiduciary matters. Creative Planning Business Services (5454 West 110th St., Overland Park, KS 66211, Phone: 952-563-6849) is the recognized, independent professional accounting firm that TCIS contracts with for business management services and accounting, and also works with many other charter schools in Minnesota. TCIS also has an in-house accounting department for invoice processing. Creative Planning Business Services contracts with a separate company to issue payroll, and an independent auditing company, Thomas & Company, CPA, was used for the annual audit. Accountants and business managers from Creative Planning Business Services attend MDE training either in person or through WebEx, also provide Board trainings on finance, and present financial reports to the Board.

7.2 Fund Balance

As of the June 2025 Board Meeting, the fund balance projection was 35.9%.

7.3 Audit Summary

TCIS Financial Audit for FY 25 is currently underway and will be completed by November 15, 2025. The Audit will be presented at a School Board Meeting in the month following completion.





8.0 Innovative Practices

Some of the major innovative practices being implemented for the 2024-2025 school year are as follows:

- Technology-supported instructional practices and platforms
- Department leads run each content PLC meeting under the leadership of the assistant director, allowing teachers to have an active role in the decision-making process
- Continuation of Guiding Coalition to lead PLCs (K-8)
- Standard prep times for teaming, addressing individual student needs, creating student interventions, discussing best instructional practices, and increasing staff collaboration
- Parent Academy 5x a year meetings for communication
- Monthly School Leadership and Data Meetings

These innovative practices have been implemented in line with Twin Cities International Schools' strategic vision to improve student academic achievement. Our primary focus is on learning. In line with various professional learning community models, we emphasize collaborative teaming at our school. We hold high expectations for all students, with continuous improvement and essential learning outcomes being results-based.





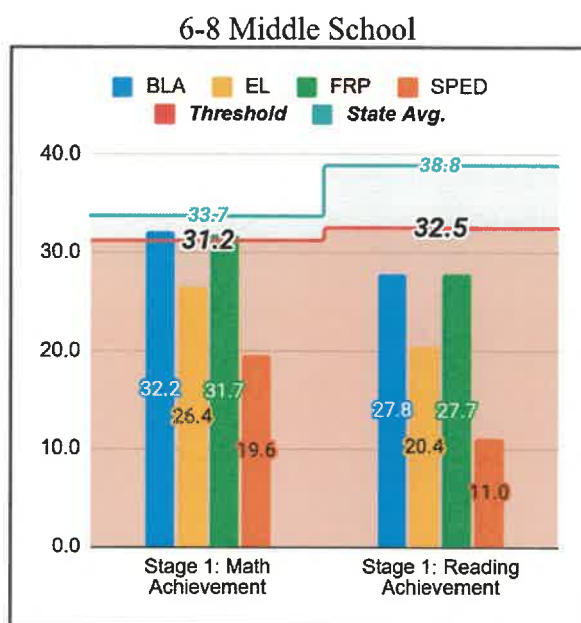
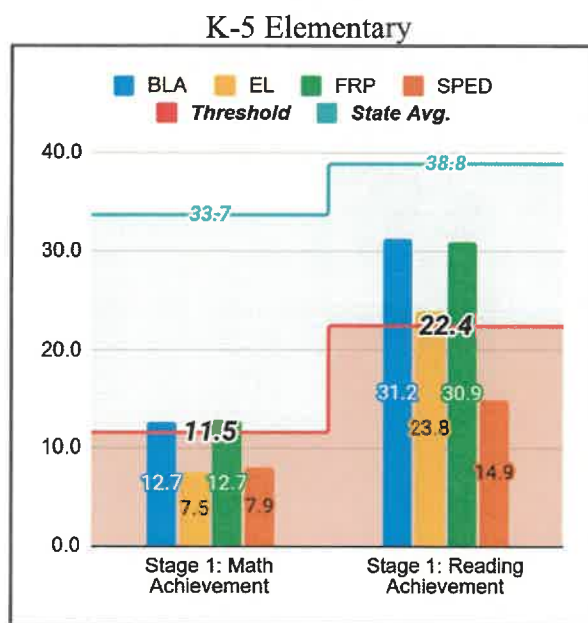
9.0 Academic Performance

9.1 North Star Accountability

Minnesota's North Star accountability system identifies schools for two categories of support: Comprehensive Support and Improvement and Targeted Support and Improvement. The North Star system also identifies districts for support. TCIS was identified for targeted support for elementary students receiving special education services.

When identifying schools and districts, the North Star system organizes these six indicators into three stages. Stage 1 is math achievement, reading achievement, and progress toward English language proficiency. Stage 2 includes math and reading progress for elementary and middle schools, four-year and seven-year graduation rates for high schools, and all four indicators for districts. Stage 3 is consistent attendance. *(taken from MDE School Report Card)*

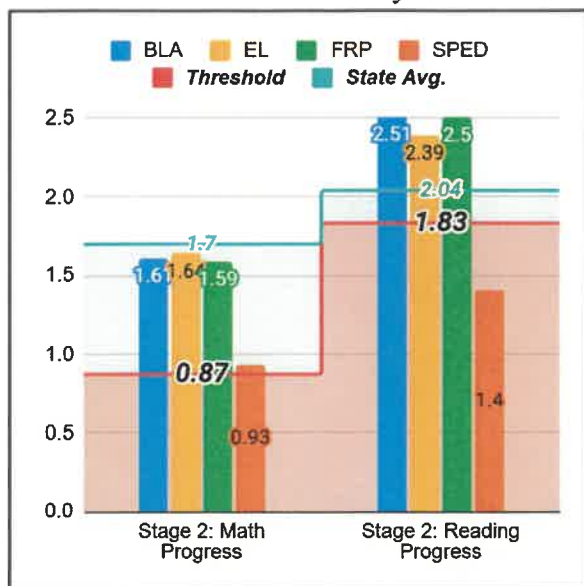
9.1.1 North Star Stage 1 Achievement Data



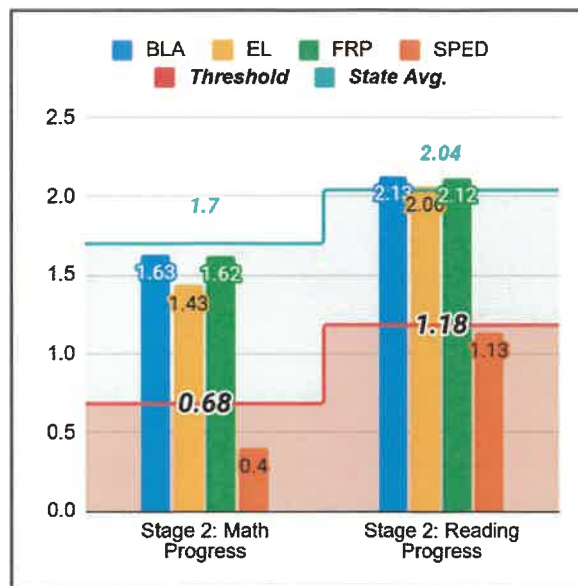


9.1.2 North Star Stage 2 - Growth Data

K-5 Elementary

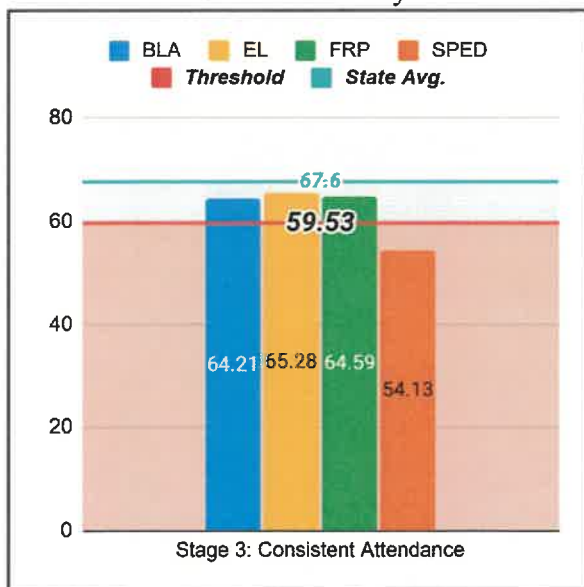


6-8 Middle School

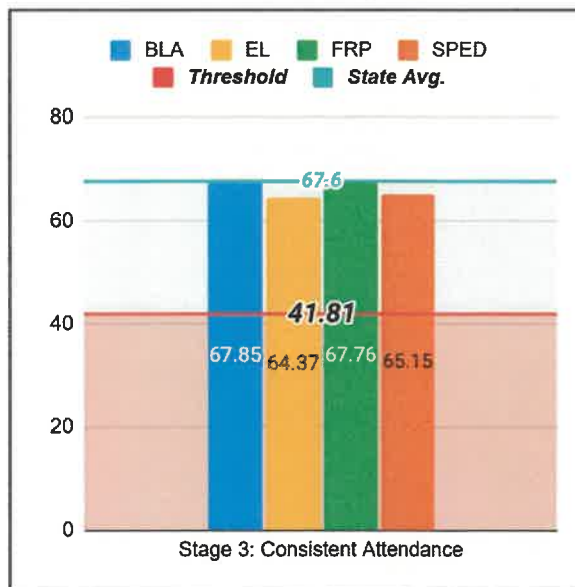


9.1.3 North Star Stage 3 Attendance Data

K-5 Elementary



6-8 Middle School

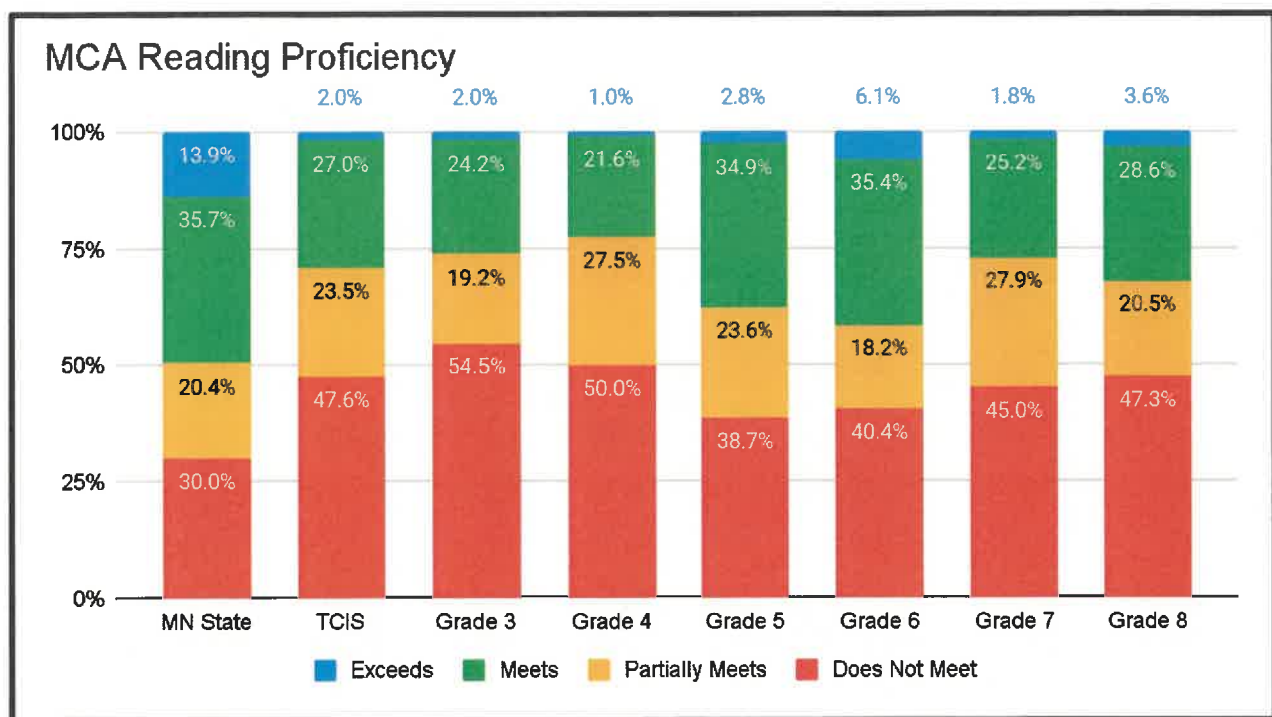


9.2 MCA-III Reading, Math & Science Data

The Minnesota Comprehensive Assessments (MCAs) and alternate assessment, Minnesota Test of Academic Skills (MTAS), are the statewide tests that help districts measure student progress toward Minnesota's academic standards and meet the requirements of the *Every Student Succeeds Act* (ESSA).

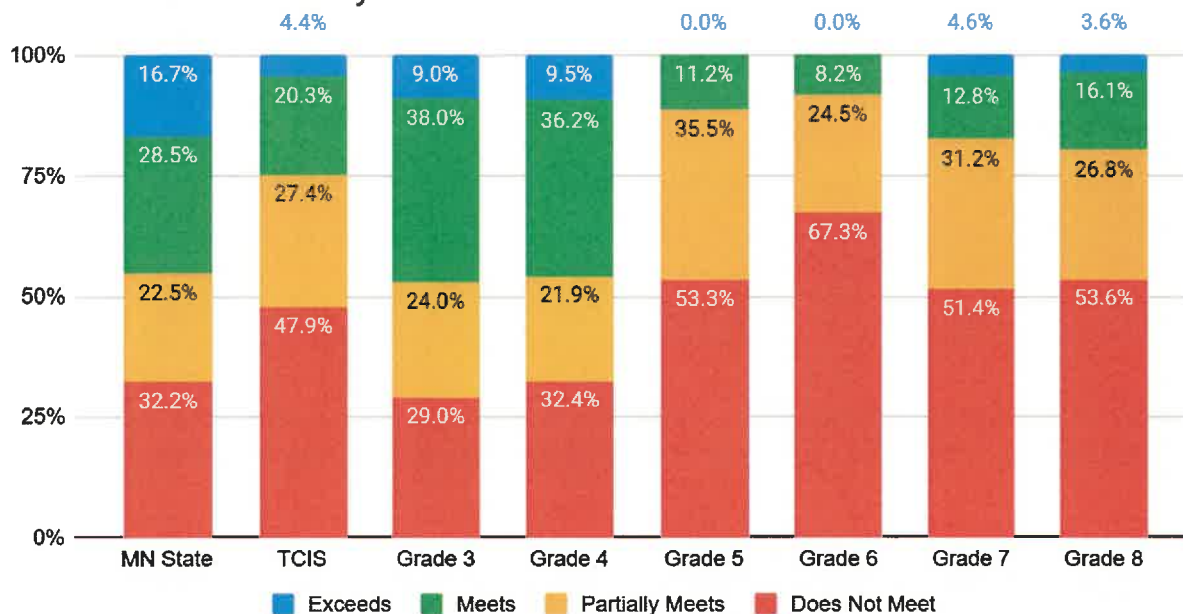
Students in Grades 3 - 8 take one test in each subject: Math & Reading. Students in Grades 5 & 8 take the MCA Science assessment annually. Students are considered "proficient" if they meet or exceed the state's standards.

9.2.1 2025 MCA Proficiency Data

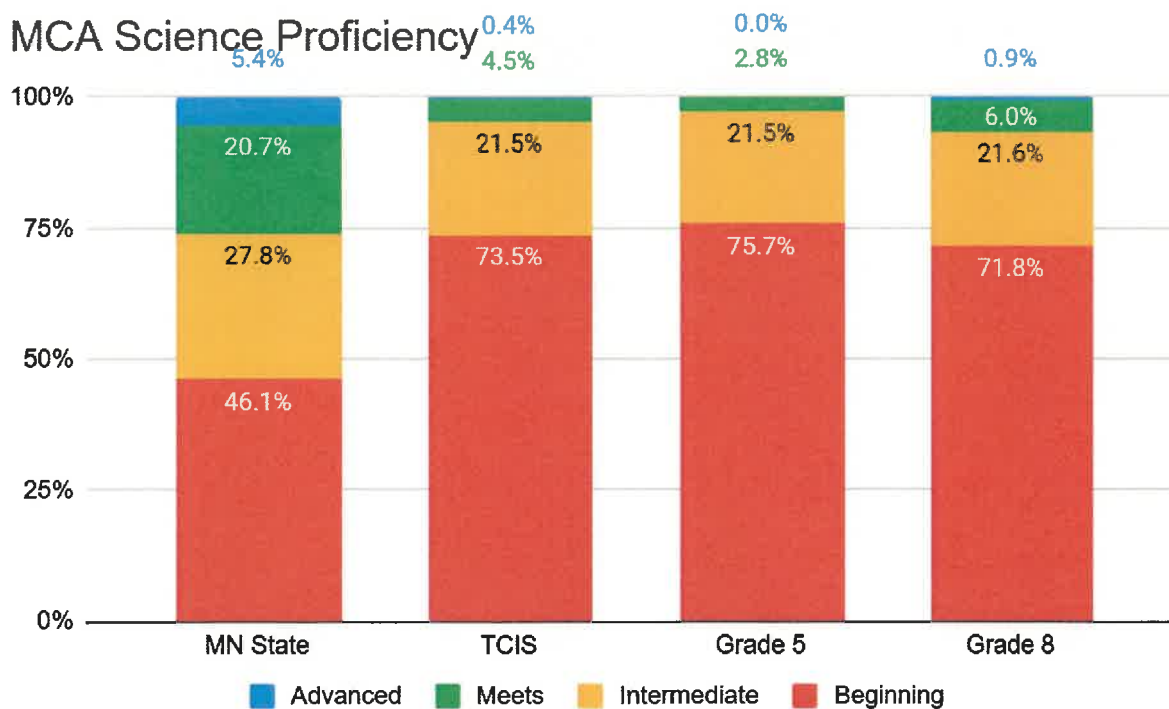


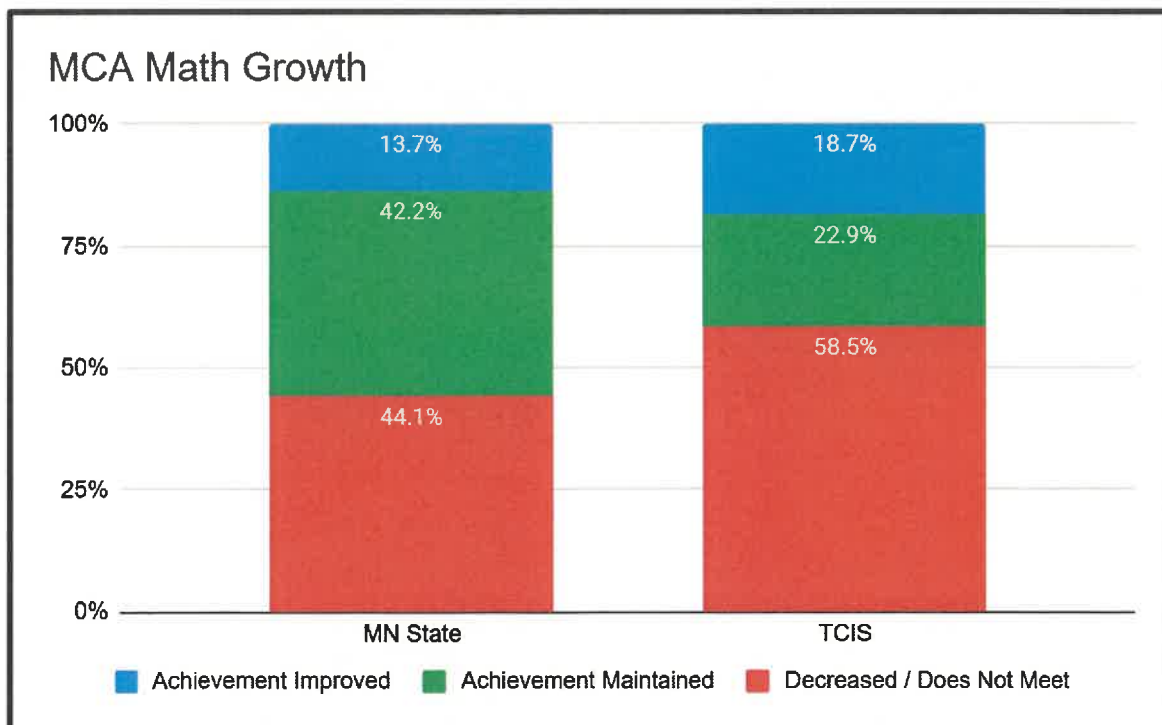
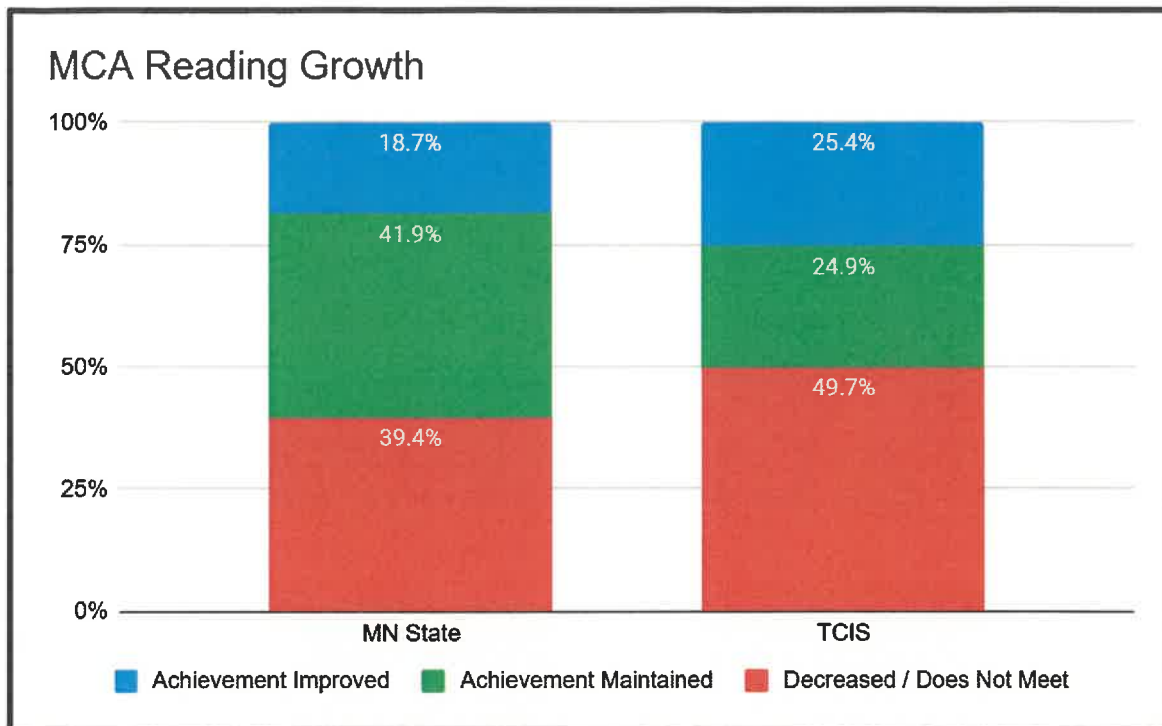


MCA Math Proficiency



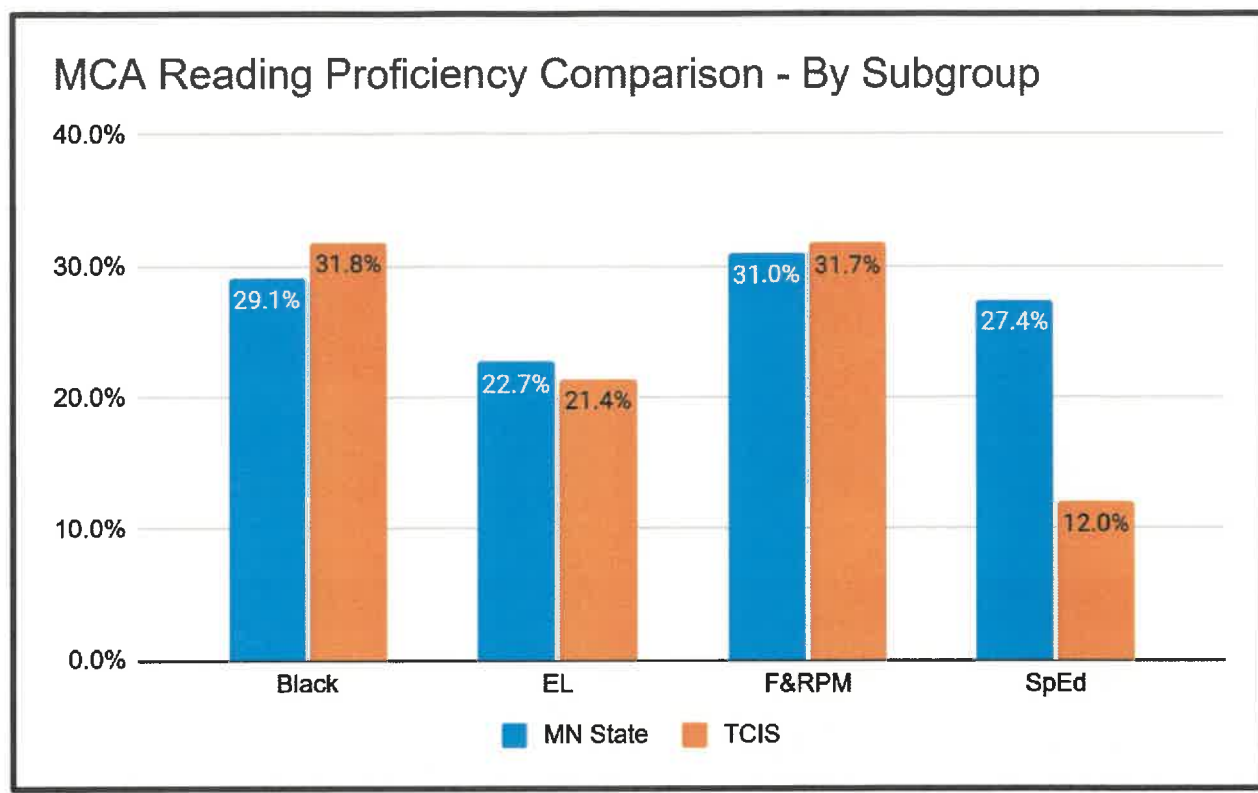
MCA Science Proficiency



**9.2.2 2025 MCA Growth Data**

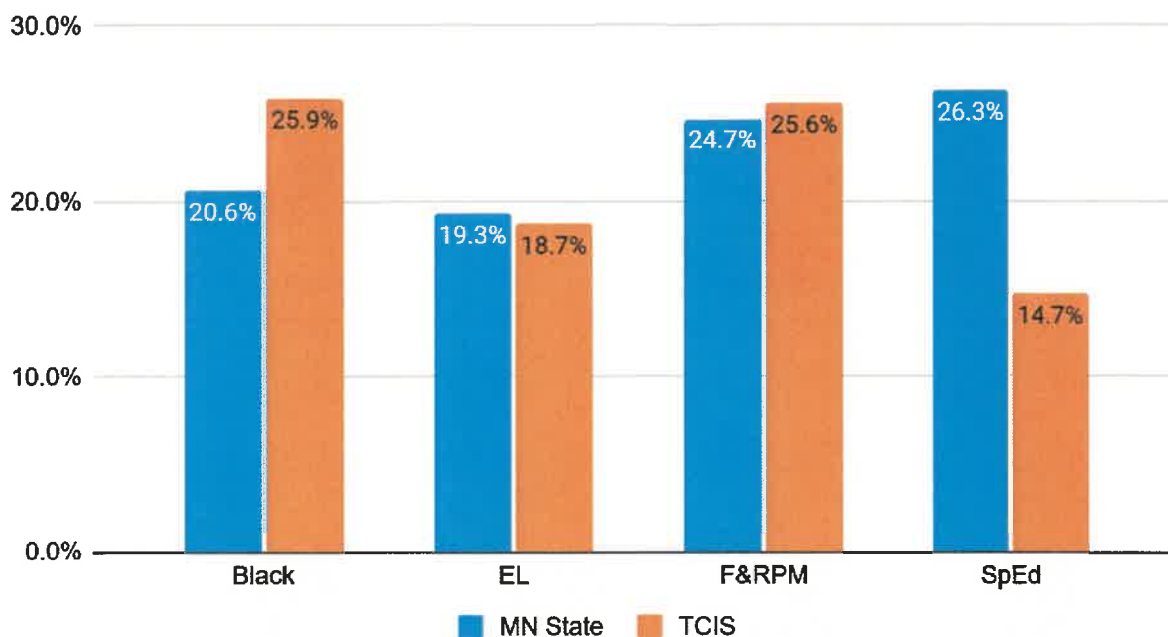


9.2.3 2024 MCA Comparison Data

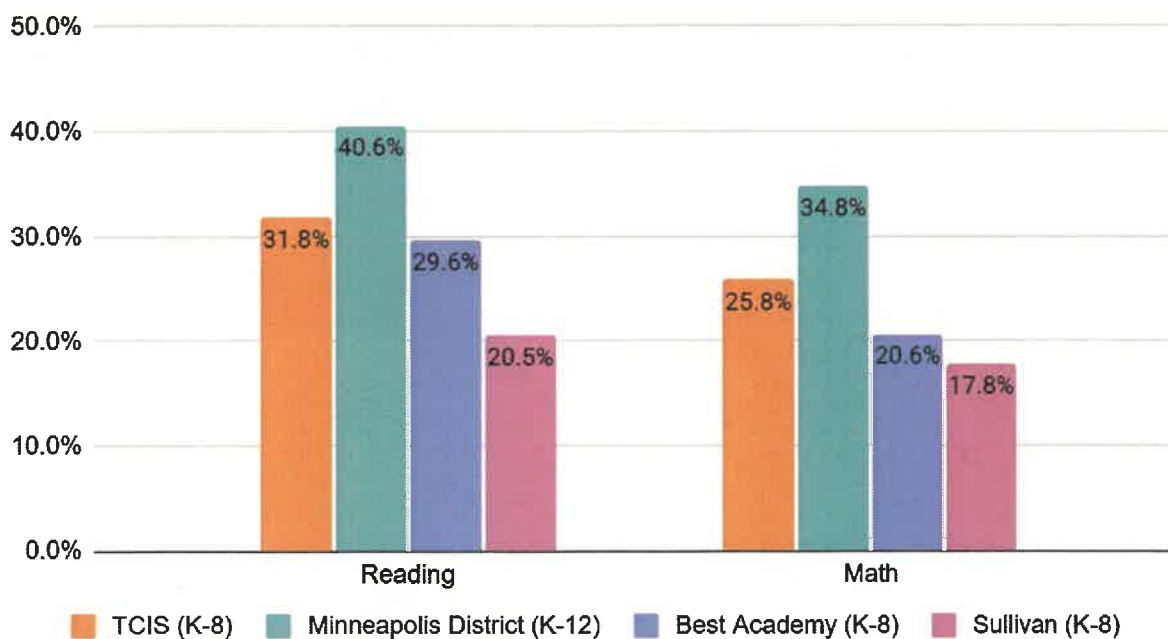




MCA Math Proficiency Comparison - By Subgroup



Demographic & Proficiency Comparison - By School

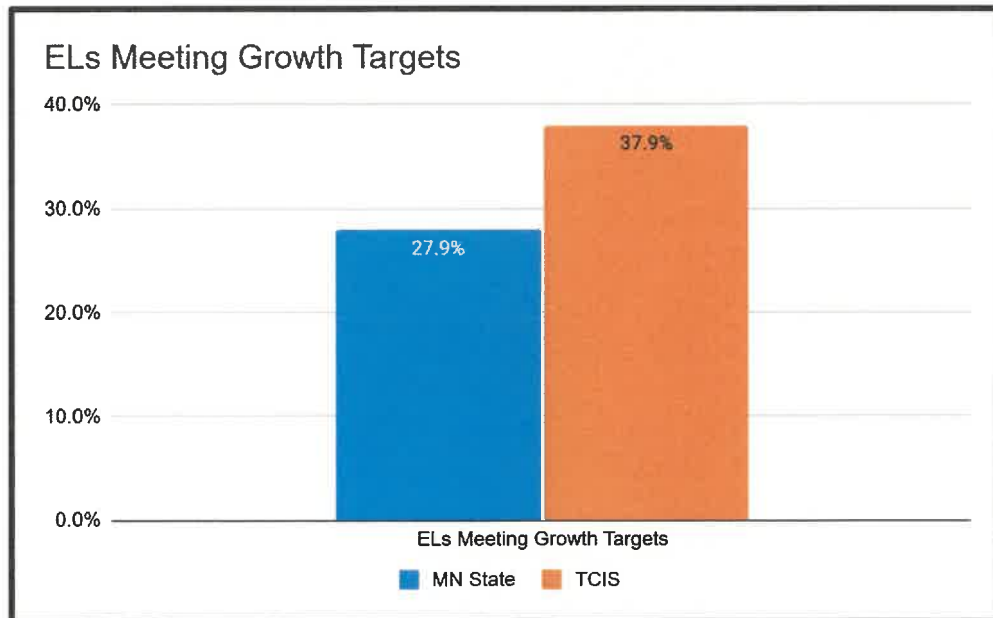
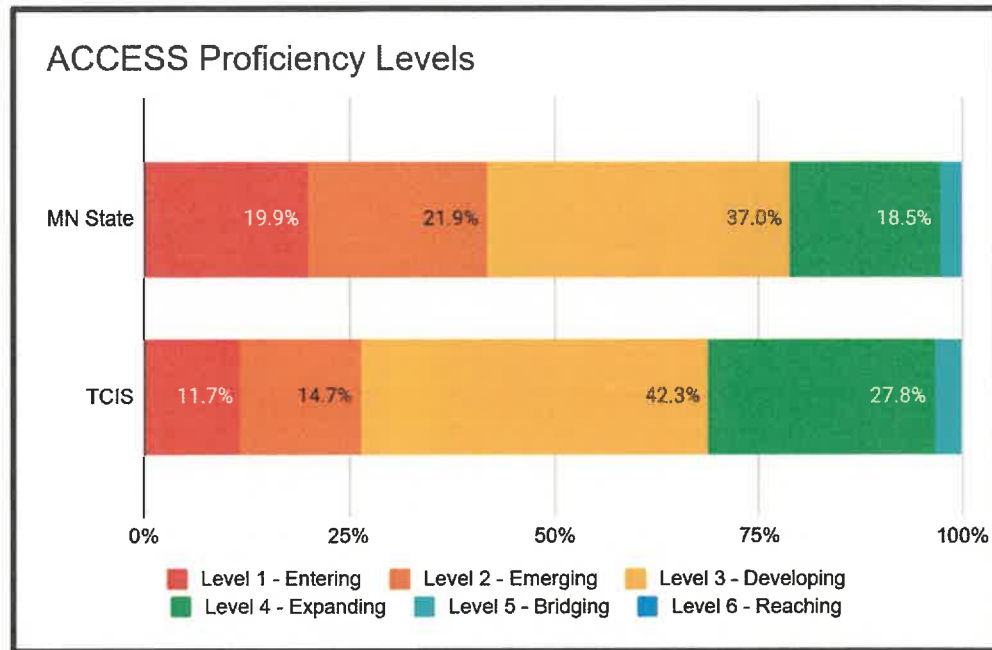




Subgroup Proficiency	TCIS (K-8 Charter)			Minneapolis [Resident District] (K-12 Public)			Best Academy (K-8 Charter)			Sullivan STEAM (K-8 Public)		
	Demo	Read	Math	Demo	Read	Math	Demo	Read	Math	Demo	Read	Math
Black	99.7%	31.8%	25.9%	26.6%	15.5%	9.4%	94.4%	29.8%	21.0%	65.4%	15.3%	15.3%
EL	48.8%	22.7%	18.7%	19.0%	10.3%	9.1%	23.8%	30.1%	22.1%	36.3%	14.4%	13.9%
F&RPM	>=90%	31.7%	25.6%	55.5%	18.2%	12.9%	>=90%	29.1%	20.6%	84.4%	17.5%	14.0%
SpEd	5.1%	12.0%	14.7%	18.7%	23.0%	20.3%	13.0%	14.7%	16.2%	22.4%	16.7%	14.4%

9.3 2024 ACCESS English Proficiency Data

The ACCESS for ELs and the Alternate ACCESS for ELs are assessments developed by the WIDA consortium and administered to English learners to measure progress toward meeting Minnesota's standards for English language development. ACCESS is given to ELs in grades K-8. Most English learners will take the ACCESS for ELs, but English learners who received special education services and meet the participation guidelines may take the Alternate ACCESS for ELs.

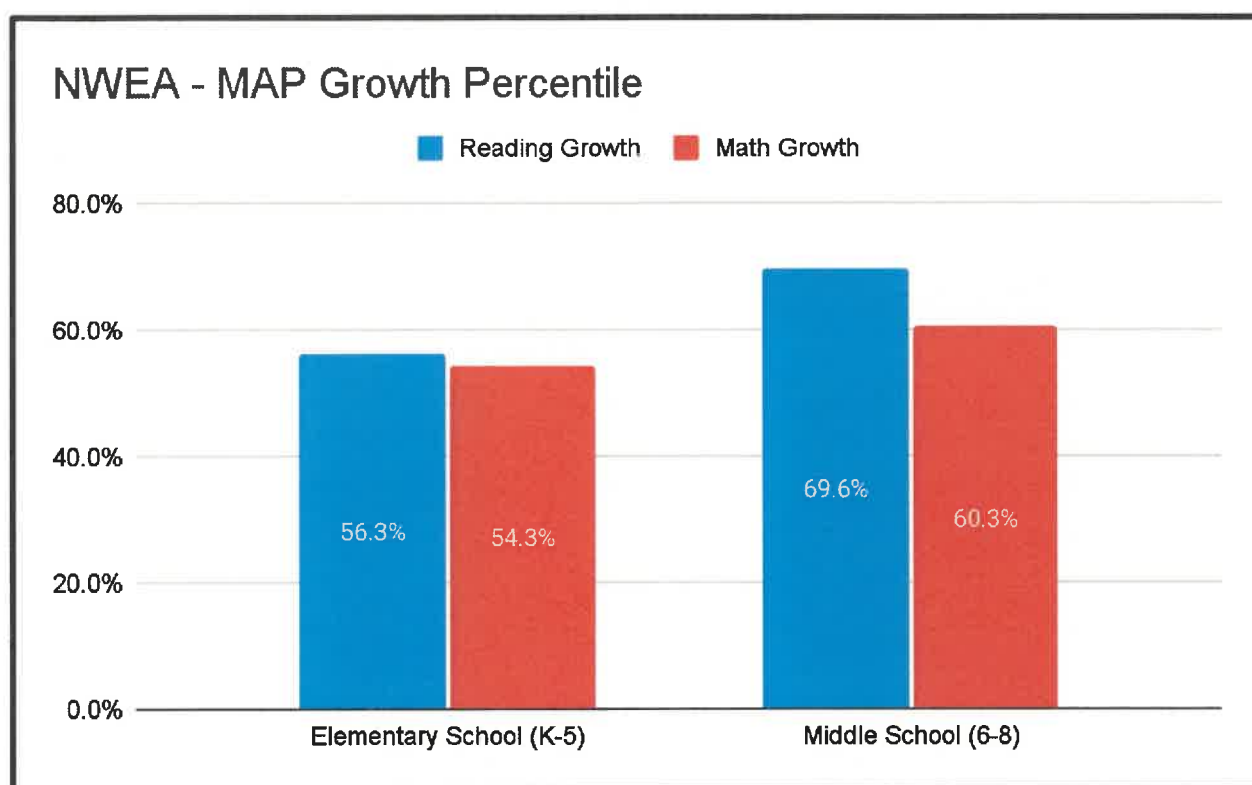




9.4 MAP/NWEA Assessment Data

Measures of Academic Progress® (MAP®) are K–12 interim assessments that measure growth, project proficiency on high-stakes tests, and inform educators' differentiation of instruction, evaluation of programs, and curriculum structure. Computer adaptive MAP assessments reveal precisely which academic skills and concepts the student has acquired and what they're ready to learn. MAP assessments are grade-independent and adapt to each student's instructional level. Every item on a MAP assessment is anchored to a vertically aligned equal-interval scale, called the RIT scale for Rasch UnIT—a stable measurement, like inches on a ruler—that covers all grades.

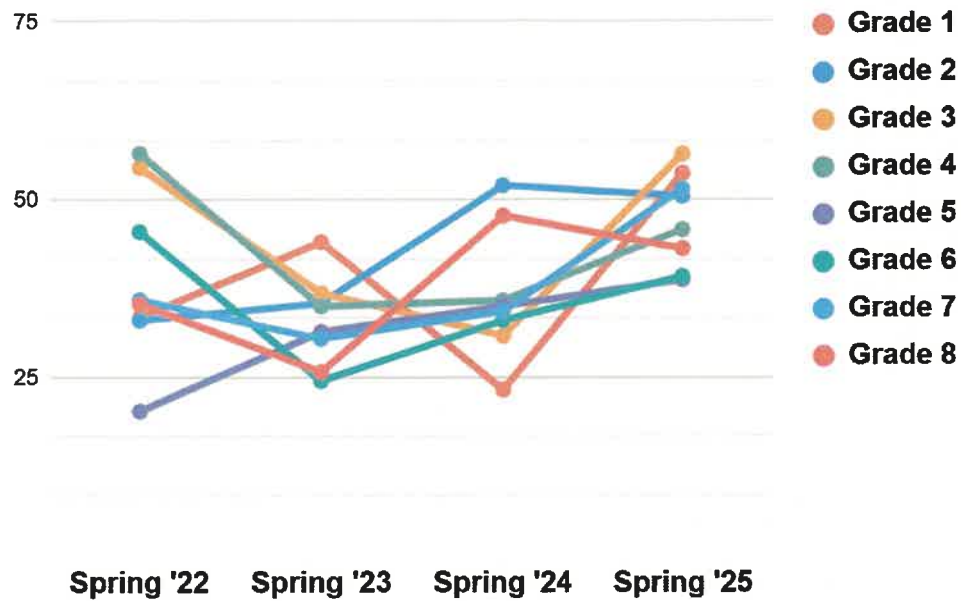
9.4.1 MAP Growth Data - Spring 2023-Spring 2024



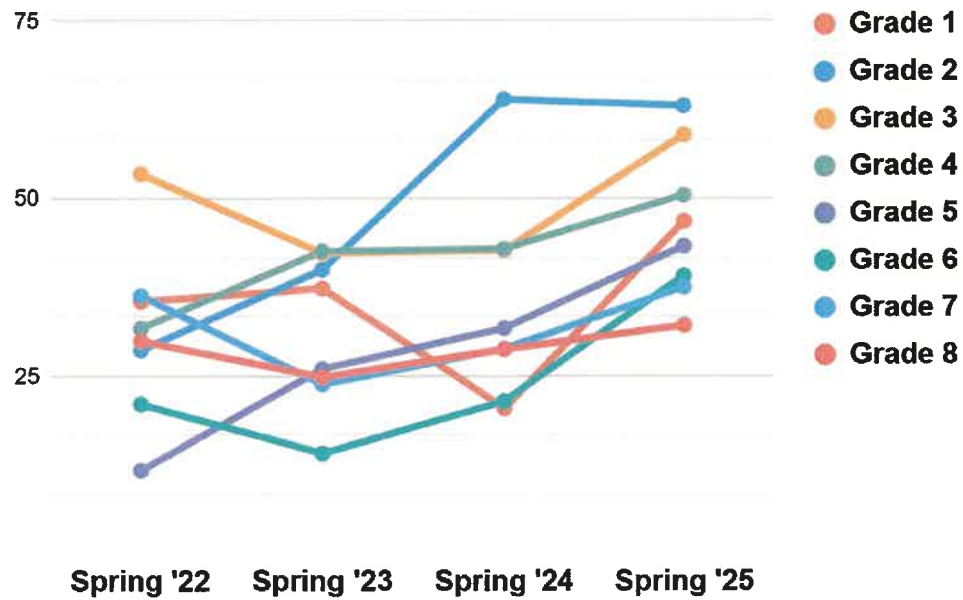


9.4.2 MAP Trends - 2022-2025

MAP Trending: Reading - Percent at or Above Grade Level
NWEA National Placement Scale



MAP Trending: Math - Percent at or Above Grade Level
NWEA National Placement Scale





9.5 Methods of Evaluation

Every assessment measure used at TCIS, whether DIBELS, MAP, MCA, or classroom assessments, has a growth component at its core. Students are at all levels of achievement, and we use baseline measurements to establish starting points for growth. This data is used to monitor individual student progress, inform teachers' instruction, and gauge the school's overall achievement. Teachers review student work and assessment data to evaluate the effectiveness of teaching and the curriculum.

TCIS uses the Comprehensive Needs Assessment (CNA) Process, Data Retreat Model, and Stakeholder surveys (Parents, Teachers, & Students), as well as training evaluations and feedback from staff throughout the year regarding work sessions (PLC Time), to evaluate the effectiveness of instruction, curriculum, and academic achievement. This CNA/Data Retreat is held with members of TCIS staff and the TCIS Advisory Council, which includes parents and community members. During this meeting, the team evaluates all State and Local data, as well as more specific state-standard data collected from our grade book and database, and survey and feedback data. The team identifies *Hypotheses of Practice* and *Impacts for Instruction* based on the data, disaggregated by subgroup. This process is then repeated with all classroom teachers and educational assistants at the grade level and classroom level. That data is then used by teachers at the individual student level to set goals and hold individual success meetings with students during intervention times. This Data Retreat process is used in smaller forms throughout the year during data meetings, where staff review updated data for DIBELS, MAP screening, and progress monitoring.



10.0 Goals & Results 2024-2025

10.1 PUC Contract Goals & Results 2024-25

ACADEMIC and NON-ACADEMIC GOALS	REPORTED PROGRESS	NOTES
Math MCA - TCIS students meeting the State's October 1 enrollment requirement will increase their math proficiency by an average of 1% each year, as measured by the state's MN Comprehensive Assessment series, using 2014 MCA data as the baseline (44.2%), by the end of this contract term, June 30, 2025.*	☐ Goal met ☒ Goal partially met ☐ Goal currently not met	In 2025, 24.9% of TCIS students were proficient in the math MCA, compared to 22.5% in 2024, as reported by MDE. This increase met our goal of a 1% increase from the previous year but fell short of surpassing the benchmark data from 2014.
Reading MCA - TCIS students meeting the State's October 1 enrollment requirement will increase their reading proficiency by an average of 1% each year, as measured by the state's MN Comprehensive Assessment series, using 2014 MCA data as the baseline (30.1%), by the end of this contract term, June 30, 2025.*	☒ Goal met ☐ Goal partially met ☐ Goal currently not met	In 2025, 30.9% of TCIS students were proficient in reading on the MCA, compared to 28.0% in 2024, as reported by MDE.
Math growth – NWEA MAP 40% of TCIS Students, who have been continuously enrolled (having tested in both seasons), will meet or exceed their NWEA growth targets for math, as measured by the NWEA MAP assessments using the Spring-to-Spring RIT Scores and Growth Targets..	☒ Goal met ☐ Goal partially met ☐ Goal currently not met	60.8% of TCIS students met or exceeded their math NWEA growth targets when comparing Spring 2024 and Spring 2025 RIT scores, as reported by NWEA.
Reading growth – NWEA MAP 40% of TCIS Students, who have been continuously enrolled (having tested in both Seasons), will meet or exceed their NWEA growth targets for reading, as measured by the NWEA MAP assessments using the Spring-to-Spring RIT Scores and Growth Targets.	☒ Goal met ☐ Goal partially met ☐ Goal currently not met	61.7% of TCIS students met or exceeded their reading NWEA growth targets when comparing Spring 2024 and Spring 2025 RIT scores, as reported by NWEA.
Parent participation in conferences TCIS will have a minimum of 75% parent participation in school parent-teacher conferences, as measured by conference record sheets collected by	☒ Goal met ☐ Goal partially met ☐ Goal currently not met	TCIS had a substantial parent participation rate. 92.7% of families attended in-person conferences.



the office by the end of the current contract term, June 30, 2025.		
Professional development TCIS will dedicate a minimum of 10 days per school calendar year to high-quality professional development sessions for all licensed staff in various areas, including but not limited to classroom management, reading, standards, curriculum alignment, data analysis, mental health, and technology, as measured by agendas and coordinated school calendars.	☒ Goal met ☐ Goal partially met ☐ Goal currently not met	15 days of the 2024-25 school calendar were dedicated to staff professional development.

10.2 CACR Goals & Results 2024-2025

All Students Ready for Kindergarten

Goal	Result	Goal Status
75% of TCIS Kindergarten students, tested both Fall and Spring, will reach Kindergarten proficiency in reading, measured by the DIBELS Nonsense Word Fluency assessment.	Goal Partially Met - 73.1% proficient	☐ Goal Met ☒ Goal Not Met ☐ Goal Partially Met
75% TCIS Kindergarten students, tested both Winter and Spring, will reach Kindergarten readiness for math, as measured by the NWEA MAP math assessment.	Goal Not Met - 48.6% proficient	

Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
EL Achievement Gap: Reading MCA - The percentage gap between TCIS students who are EL Yes and EL No and who are meeting or exceeding standards on the MCA-III reading assessment will not exceed 5% on the Spring 2023 assessment.	Goal Not Met: El - 22.7% Proficient Not El - 48.6% Proficient	☐ Goal Met ☒ Goal Not Met ☐ Goal Partially Met
EL Achievement Gap: Math MCA - The percentage gap between TCIS students who are EL Yes and EL No and who are	Goal Not Met:	



meeting or exceeding standards on the MCA-III math assessment will not exceed 5% on the Spring 2024 assessment.	El - 18.7% Proficient Not El - 33.5% Proficient	
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All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
TCIS will increase # of proficient students, enrolled Oct. 1, in reading as measured by the MCA-III Assessment by 5% on the Spring 2025 test from 28.5% to 33.5%..	Goal Not Met: 29% Proficient	☐ Goal Met ☒ Goal Not Met ☐ Goal Partially Met
TCIS will increase # of proficient students, enrolled Oct. 1, in math as measured by the MCA-III Assessment by 5% on the Spring 2025 test from 22.8% to 27.8%.	Goal Not Met: 24.7% Proficient	

All Students Graduate

Goal	Result	Goal Status
<i>Not Applicable</i>	<i>N/A</i>	☒ <i>District/charter does not enroll students in grade 12</i>

**11.0 Future Plans**

The school was created to provide a rigorous education for children while maintaining a culturally sensitive environment. We will continue to support & inspire our students' educational success. In addition, we want to continue building strong relationships with our parents and 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 which is also changing as students embrace their American culture as well as their home culture.

11.1 CACR Goals 2025-2026

Goal - Literacy	Result	Goal Status
75% of TCIS Kindergarten students, tested both Fall and Spring, will reach Kindergarten proficiency in reading, measured by the FastBridge earlyReading Nonsense Words assessment.		☐ Goal Met (one-year goal) ☐ Goal Not Met (one-year goal)

Goal - Math	Result	Goal Status
75% TCIS Kindergarten students, tested both Winter and Spring, will reach Kindergarten readiness for math, as measured by the FastBridge aMath assessment.		☐ Goal Met (one-year goal) ☐ Goal Not Met (one-year goal)

Close the Achievement Gap(s) Between Student Groups

Goal - Literacy	Result	Goal Status
The percentage gap between TCIS students who are EL Yes and EL No and who are meeting or exceeding standards on the MCA-IV reading assessment will not exceed 20% on the Spring 2026 assessment.	El - Not El -	☐ Goal Met (one-year goal) ☐ Goal Not Met (one-year goal)



Goal - Math	Result	Goal Status
The percentage gap between TCIS students who are EL Yes and EL No and who are meeting or exceeding standards on the MCA-III math assessment will not exceed 20% on the Spring 2026 assessment.	El - Not El -	___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal)

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
TCIS will increase # of proficient students, enrolled Oct. 1, in reading as measured by the MCA-IV Assessment by 3% on the Spring 2026 test from 31.8% to 34.8%.		___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal)

Goal	Result	Goal Status
TCIS will increase # of proficient students, enrolled Oct. 1, in math as measured by the MCA-III Assessment by 3% on the Spring 2025 test from 25.8% to 28.8%.		___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal)

All Students Graduate

Does your district/charter enroll students in grade 12? If no, you do not need to set a graduation goal.

Goal	Result	Goal Status
Not Applicable - only K-8 District		



APPENDIX A

**Balance Sheet
June 2025**



**Twin Cities International Schools
Minneapolis MN
Balance Sheet
As of June 30, 2025**

	Audited Balance July 1, 2024	Balance at End of the Month
Assets		
101 Cash - Checking	\$ 5,258,167	5,586,194
115 Accounts receivable	-	79,615
118 Due from Building Company	0	
121 Due from MN Department of Education (prior year)	557,240	388,263
Current year state holdback receivable	-	-
122 Federal aids due from MDE (prior year)	1,611,708	522,732
Current year federal aids receivable	-	
131 Prepaid expenses and deposits	0	
Total all assets	<u>\$ 7,427,115</u>	<u>\$ 6,576,805</u>
Liabilities and Fund Balance		
Current liabilities		
201 Salaries and wages payable	\$ 559,043	514,673
Salaries Payable Accrual estimate (Summer)		
205 Due to other funds	-	
206 Accounts payable	93,072	55,350
215 Payroll deductions and contributions	143,233	451,195
Benefits Payable Accrual estimate (Summer)	-	-
230 Unearned revenue	-	-
Total liabilities	<u>\$ 795,348</u>	<u>\$ 1,021,218</u>
Fund balance		
Fund balance July 1st	\$ 6,532,972	6,631,766
Net income to date	98,794	(1,076,180)
Total fund balance	<u>6,631,766</u>	<u>5,555,586</u>
Total liabilities and fund balance	<u>\$ 7,427,115</u>	<u>\$ 6,576,805</u>

This financial report is prepared in a modified format in that they exclude footnotes and required supplementary information in order to be considered a full set of financial statements. The excluded portions will be included in the School's fiscal year end financial statements. Creative Planning is not a licensed CPA firm and no CPA provides any assurance on this financial report.

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Appendix B

Staff Roster

2024-2025



Executive Director - Abdirashid Warsame - 102 (FHO)		
Director of Academics and Assessment, K-8 Principal - Kelli Wilson Smith - 103		
Director of Operations & Finance - Ismail Ahmed - 105 (DPCO)		
K-8 Assistant Director of Teaching & Learning; 6-8 + Math - Jennifer Pare - 206		
K-8 Assistant Director of Teaching & Learning; K-5 + Literacy - Jessica Wroblewski - 104		
<u>School-Wide Support Team</u>	<u>Student Support Team</u>	<u>Kindergarten Team</u>
Accountant Zuhair Qasim - 208 Mohamed Egeh - Business Manager (IC)	Dean of Students Abdihakim Issa K-5 - 142 William (Bill) Rolf 6-8 - 252 Yusuf Samatar - 221	Olivia Montague - 112 Alia Omer - AEA McKenna Mathison - 113 Hodan Ahmed - EA 114
Attendance Clerk Yasmin Haji-Hussain - 203	Counselor K-5 Grade: Rebecca Peterson - 140 6-8 Grade: Mohamoud Mohamed - 248	Martha Wahlstrom - 115 Ubah Hired - EA
Building Reserve Staff Julia LaRose - Teacher Substitute Leah Bucko - Teacher Substitute Abdirahman Issa - EA / School Support Sub	Specialist Teacher Team Art Caley Jacobsen K-5 - 126 Sara Westman 6-8 - 213 Abdi Roble 6-8 - 223 Exploration Wesam Shaker K-5 - 139 6-8 TA's - Suhair Khalil* - 212 6-8 Reading - Middle Rauch (9:30-3:00 M-Th) - 227 6-8 EL - Fatuma Muse* (6&7)/ Florence Lindsey* (8th) - 226	1st Grade Team Brittany Durbahn - 145 Nate Rohde - 147 Carrie Morin - 149 Lauren Hahnfeldt (Julia LaRose) - 143 Halima Abdi - Student Support EA Subeyda Mohamed - AEA
Custodian Porfirio (IC) - 2nd Floor Jorge (IC) - 1st Floor	Library/Media Center Linda Olson K-5 - 152 Suhair Khalil 6-8 - 212	2nd Grade Team Amanda Tschakert - 130 Jill Moyna - 131 Rachel Meyer - 132 Mallory Frankenhoff - 133 Hindi Mohamed - Student Support EA Marwa Mohamud - AEA
Enrollment/Ed-Fi Coordinator Fardos Jama - 210 (M -TH 7-1pm, F)	Physical Education Angel Smith-Stuhr K-5 - 161/Cafeteria Seth Nilsen K-5 - 161 Swapnil Patil 6-8 - 225	3rd Grade Team Jessica (Jessie) Strand - 134 Erika Manesse - 135 Amber Appleby - 136 Samuel (Sam) Luhman - 137 Hassan Saleh - Student Support EA Marwa Mohamud* - AEA
Food Service (CKC) (IC) Juan Garcia - 251	Health (8th Gr) Fatuma Muse* - 246	4th Grade Team Megan Douville - 153 Maria Delasen - 154 Faduma Mohamed - 155 Neziah Cole - 156 Hassan Saleh/Mohamoud Hussain - Student Support EA Khadra Ismail - AEA
Health Office Sandra Thomas K-5 - 108 Kaissa Mohamed 6-8 - 211 Carly Smilkowski (PHN-IC)	Cultural History/Appreciation (7th Gr) Mohamoud Mohamed* - 224	5th Grade Team Alyssa Pederson - 157 Micah Symmank - 158 Alexa (Lexi) Kramer - 159 Annie Caldwell - 160 Mohamoud Hussain* - Student Support EA Khadra Ismail* - AEA
Human Resources Paul Ditter - 110 Maimuna Muse - 204	Gateway Technology (6th Gr) Jibrell Farah* - 246	6th Grade Team ELA - Kimberly Griswold - 229 Math - Sunshine Grace Lastrella - 238 Science - Sonya Schilling - 216 Social Studies - Kennedy Kapiak - 242
Office Manager Abshiro (Abshira) Mohamed - 101	English Learner Team Florence Lindsey (Coordinator K-8) - 220 6-8 - Fatuma Muse - 226 K-5 - Mel Muller - 146 K-5 - Asia Mohamud - 116 K-5 - Ebyan Abdulkadir - 138	7th Grade Team ELA - Hannah Kroeger - 231 Math - Elisha Connery - 239 Science - Cristine Japay - 214 Social Studies - Erin Cortes-Blackford - 243
School Support Personnel Fardousa Mohamed (Lunch Supervisor 9am-1pm) Abshiro Adan (Lunch Supervisor 10am-1pm) Mahamed Mahamed (6-8 EA/Lunch Supervisor)	Special Education Team Randy Eckart Jr. (K-8 Director) - 120 Heidi Tesfaye - LD - 121 Hesbon Simba - EBB/DD - 122 TBD - ASD - 127 Ceri Everett - LD/EBD - 235 Cyprian Marubi - ABS/ASD - 234 Esther Nyagwencha - ABS - 128	8th Grade Team ELA - Elsa Harbison - 233 Math - Rachael Cappola - 240 Science - Donna Betacura-Santander - 215 Social Studies - Stephen Casparian - 245
Security Abdul - Daytime (IC) Abdullahi - Before/After Hours # (612) 229-1691	SpEd EAs: Naimo Mohamud (K-8 translation services) Zak Warsame Anisa Abdi Mohamednur Hanshi Fuad Abdulmalik Anisa Hersi Hassan Said Kaltun Ahmed Iman Mohamed Amina Abdulahi Faisa Muse Fahlima Ali	Teacher Support Team K-8 Literacy: Jessica Wroblewski* - 104 K-2: Alyssa Wagner - 218 (T & W) 3-5: Melissa Krumrich - 218 (T & W) 6-8: Stephanie Vennes - 217 (T-Th)
Social Worker/Parent Liaison Ahmed Gedi - SW - 202 (Homeless/Foster Liaison)		K-8 Data Coordinator (DAC) Keith Shellum - 205
Staff Lounge 1st Floor - 129 2nd Floor - 242		6-8 Instructional Support Team Ahmed Bille - 8th Grade Amina Bilal - 7th Grade Mohamed Said - 8th Grade 6-8 Linet Nyariga - Math Enrichment/Intervention Teacher - 241 6-8 Emann Khalil - Science Lab EA 6-8 Barre Said - Math Intervention/Alt. Learning - 222
Student Support Services Ahmed Ahmed - 202		
Technology Team Jake Pazdernik - Coordinator K-5 - 123 Mohamed Ismail - Coordinator 6-8 - 323 Jibrell Farah - Academic Tech Specialist K-8 - 423		
Transportation Coordinator Zuhair Qasim - 118 Isudln Aden - 318 6-10am M-W & 6am-4pm Th & F		
Welcome Desk Receptionist Nimo Yonle - 100 Hani Aweil - 108 (Health Office/Lunch Coverage) Board Room - 200 Mother's Room - 108		



**TWIN CITIES
INTERNATIONAL
SCHOOLS**