



TESFA INTERNATIONAL SCHOOL  
*Global Minds with Minnesota Hearts*

**BOARD MEETING AGENDA**

***6:00 p.m. March 12 2018***

**Meeting Location: 1555 40<sup>th</sup> Avenue NE, 2<sup>nd</sup> Floor, Columbia Heights, MN 55421**

1. Call to Order
2. Approve Agenda
3. Approve Minutes from February
4. Financial Report
  - a. Enrollment/ADM 173/167
  - b. February Financial Reportsxx
  - c. Personnel Recommendations
  - d. FY 19 Preliminary Budget Draft - 1st Reading
5. Old Business
  - a. Board Composition & By-Laws Teacher Vote Results
  - b. Election
6. New Business
  - a. January Family Night Report
  - b. FY 19 School Calendar
  - c. Competitive Grant Application - Federal Striving Readers Comprehensive Literacy (SRCL) Program Plan
7. Policy Review - 593 Reading Well By 3rd Grade
8. VOA authorizer input/update
9. Public Comments
10. Executive Director Evaluation  
Closed Meeting pursuant to Minn. Stat. § 13D.05, subd.
11. Adjournment

**Mission**

*Tesfa International School is committed to providing an equitable and empowering education for all. Our scholars will engage in a transdisciplinary curriculum supported by conceptual and inquiry based learning. Side-by-side with dedicated educators, scholars will develop the knowledge, skills and characteristics necessary for active citizenship throughout the world.*

# BOARD MEETING MINUTES- DRAFT

Monday 6:00 PM

Location of Meeting: Tesfa International School

Call to order: Tanya Heifort called to order the meeting at  
6:05 PM on February 12, 2017

Board Members/Director Present or Absent:

Tanya Heifort (Board Chair/Community Member)	Present
Midi Hansen (Board Secretary/Community Member)	Present
Dillon Donnelly (Board Treasurer/Community Member)	Absent
Patrick Exner (Community Member)	Present
Helen Fisk (Community Member)	Present
Mike McFadden (Community Member)	Present – 6:13
Jonas Beugen (Director/Ex-officio)	Present
Mohamed Selim (Assistant Director/Ex-Officio)	Present
Amir Orandi (Parent Member)	Present – 6:08

Guests and Community Members Present: Jon Gronke, Special Education Paraprofessional, 2 Teachers (Abby and Maren)

## Tesfa International School

**Mission:** Tesfa International School is committed to providing an equitable and empowering education for all. Our scholars will engage in a transdisciplinary curriculum supported by conceptual and inquiry based learning. Side-by-side with dedicated educators, scholars will develop the knowledge, skills, and characteristics necessary for active citizenship throughout the world.

**Vision:** Our students will be prepared for a successful transition to the most rigorous and challenging middle school programs. Through their experience at Tesfa, students will be held to the highest of standards both academically and socially, to prepare the students for college and careers, as well as with the leadership skills required of active and productive citizens in the 21st century. Through access and equity, students will follow a pathway to success for them and their communities.

**Board Personnel Changes:** Dillon Donnelly has officially resigned from the board.

## AGENDA and MINUTES

Subject	<b>Approval of the Agenda</b>					
Motion	Motion to approve the agenda					
Made by	Helen Fisk		Seconded		Patrick Exner	
Discussion						
Vote	Yea		Nay		Abstain	
	4		0		0	
Decision	Motion passed unanimously.					

<b>Subject</b>	<b>Approval of the Minutes</b>				
<b>Motion</b>	Motion to approve the minutes as presented from December 11, 2017.				
<b>Made by</b>	Helen Fisk	Seconded	Patrick Exner		
<b>Discussion</b>					
<b>Vote</b>	Yea	4	Nay	0	Abstain
<b>Decision</b>	Motion passed unanimously.				

### FINANCIAL REPORT

<b>Subject</b>	<b>Enrollment</b>				
<b>Motion</b>					
<b>Made by</b>		Seconded			
<b>Discussion</b>	ADM is 172/170				
<b>Vote</b>	Yea		Nay	0	Abstain
<b>Decision</b>					

<b>Subject</b>	<b>Fiscal Year 2017 Audit</b>				
<b>Motion</b>					
<b>Made by</b>		Seconded			
<b>Discussion</b>	Steve Helle presented from the CPA firm who performed the audit. Steve presented a general opinion and overview of the financial information from the audit. In their opinion, the financials accurately represented Tesfa International School Inc. It was a clean audit with no findings necessary to report to the state. A full account of the audit was presented to the Board.				
<b>Vote</b>	Yea		Nay	0	Abstain
<b>Decision</b>					

<b>Subject</b>	<b>January Financials</b>				
<b>Motion</b>	Motion was made to accept the budget as presented.				
<b>Made by</b>	Mike McFadden	Seconded	Midi Hansen		
<b>Discussion</b>	Jonas presented the financial information. Everything is on track and any issues were a result of coding, which will be cleaned up in the final budget revision. Bottom lines are good in both expenses and revenues. The only concern was cash flow for the summer months and Jonas is hoping that they will not need to borrow any money to get through it. This is an improvement over the last two years. Jonas also noted that he will be inviting the SPED Director and a representative from INDIGO, quarterly to each meeting.				
<b>Vote</b>	Yea	6	Nay	0	Abstain 0
<b>Decision</b>	Motion passed unanimously.				

<b>Subject</b>	<b>Personnel Recommendation</b>				
<b>Motion</b>	Motion to approve the personnel recommendation as presented.				
<b>Made by</b>	Helen Fisk	Seconded	Amir Orandi		
<b>Discussion</b>					
<b>Vote</b>	Yea	6	Nay	0	Abstain 0
<b>Decision</b>	Motion passed unanimously.				

<b>Subject</b>	<b>Simikis Foundation Grant</b>				
<b>Motion</b>	Motion to accept the \$25,000 donation.				

Made by	Helen Fisk	Seconded	Patrick Exner
Discussion			
Vote	Yea 6	Nay 0	Abstain 0
Decision	Motion passed unanimously.		

Subject	<b>Art Donation</b>		
Motion	Motion to accept the art donation.		
Made by	Helen Fisk	Seconded	Patrick Exner
Discussion	Stephanie from VOA donated art for the building		
Vote	Yea 6	Nay 0	Abstain 0
Decision	Motion passed unanimously.		

Subject	<b>FY19 Budget Parameters &amp; Staffing Plan</b>		
Motion	Motion to accept an enrollment assumption of 210 and accept the salary scale as presented for 2018-19.		
Made by	Helen Fisk	Seconded	Mike McFadden
Discussion	The purpose of the parameters is to enable Jonas the opportunity to begin offering job positions, based on an ADM of 210, so that he can get the highest qualified teachers possible. Patrick expressed support of the new salary scale. It was discussed that there can't be a signing bonus, however you can do a performance pay award the following year. We will discuss that in the future.		
Vote	Yea 6	Nay 0	Abstain 0
Decision	Motion passed unanimously.		

## NEW BUSINESS

Subject	<b>Positive School-wide Engagement Plan and Process</b>
Discussion	December meeting produced a conversation around school-wide discipline and student engagement. Teachers that were present at the meeting shared their opinions on the behavior reset. They felt that the reset was effective because everyone was on the same page, in terms of expectations. The busing situation has improved and that also appears to have impacted students' attitudes. Staff and students seem more relaxed; calmer and more focused. Students are beginning to understand that there are clear consequences for their actions; both positive and negative.

Subject	<b>Academic Progress</b>
Discussion	Growth data was shared and although there is growth, there was discussion around the fact that students who are behind need to be significantly accelerated in order to close the achievement gap. K-1 experienced technical difficulties so their assessment wasn't included in the results, but it will be in the spring results. Teachers felt that they should proctor their own tests so that they can better understand the results.

Subject	<b>Academic Improvement Plan</b>
Discussion	Jonas presented a plan for the Board to read.

Subject	<b>IB Site Visit</b>
Discussion	Last month, an IB consultant visited the site and spend a few days talking with Mohamed around

	the upcoming authorization process. A full report with recommendations will be forthcoming. She recommended looking at the budget for IB. The majority of the staff will need training and that needs to be reflected in the budget. Global has requested an MN training and Tesfa may be able to send teachers to that training.
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<b>Subject</b>	<b>Approve Calendar Changes</b>		
<b>Motion</b>	<b>Motion to approve no school on Jan. 3 – PD day and 23<sup>rd</sup> – for a snow day.</b>		
<b>Made by</b>	Helen Fisk	Seconded	Patrick Exner
<b>Discussion</b>			
<b>Vote</b>	<b>Yea</b> 6	<b>Nay</b> 0	<b>Abstain</b> 0
<b>Decision</b>	Motion passed unanimously.		

<b>Subject</b>	<b>Board Composition and By-Laws</b>		
<b>Motion</b>	Motion made to amend the By-Laws for Section 2, as reflected in the packet.		
<b>Made by</b>	Patrick Exner	Seconded	Helen Fisk
<b>Discussion</b>	The Board should be teacher majority, according to the By-Laws. However, that does not seem viable for Tesfa at this time, given we are basically in a restart here. It is recommended that the Board should consist of 3 community members, 2 parents and 2 teachers. In order to make this change, we need to make a motion that would reflect this change. Included in the packet is a proposed By-Law revision for Section 2. Teachers would need to vote to relinquish their majority power on the Board. A timeline for making this change was included in the Board packet.		
<b>Vote</b>	<b>Yea</b> 6	<b>Nay</b> 0	<b>Abstain</b> 0
<b>Decision</b>	Motion passed unanimously.		

### POLICY REVIEW

<b>Subject</b>	Review of policies 418, 501, 502.		
<b>Motion</b>	Motion to approve Policies 418, 501 and 502.		
<b>Made by</b>	Helen Fisk	Seconded	Mark McFadden
<b>Discussion</b>			
<b>Vote</b>	<b>Yea</b> 6	<b>Nay</b> 0	<b>Abstain</b> 0
<b>Decision</b>			

### AUTHORIZER INPUT

<b>Subject</b>	<b>Rod Henke – VOA authorizer</b>
<b>Discussion</b>	He tries to come to 2 times a year to provide feedback.

### PUBLIC COMMENTS

<b>Subject</b>	<b>None</b>
<b>Discussion</b>	

### ADJOURNMENT

<b>Motion</b>	Motion to adjourn the school board meeting at 7:47 pm.		
<b>Made by</b>	Midi Hansen	Seconded	Mark McFadden
<b>Discussion</b>			
<b>Vote</b>	<b>Yea</b> 6	<b>Nay</b> 0	<b>Abstain</b> 0
<b>Decision</b>	Motion passed unanimously.		

4239-TESFA International School YTD Budget vs. Actual 2/28/2018					
PROJECTED ENROLLMENT: 170 ADM		TRACKING PERIOD		JULY-FEBR	
		BENCHMARK		67%	
UFARS	YTD REVENUES & EXP. BY PR	FY 2017-2018 REVISED BUDGET	YTD REVENUES & EXPENDITURES- 02/28/2018	YTD BALANCE	% YTD RECEIVED/SPENT BENCHMARK
<b>GENERAL FUND REVENUE SOURCES:</b>					
348-300	LEASE AID	201,042	87,159	113,883	43%
000-211	STATE GEN EDUCATION AID	1,681,089	1,071,718	609,371	64%
740-360	SPECIAL ED - STATE	218,440	98,916	119,524	45%
401-400	TITLE I	49,150	32,765	16,385	67%
414-400	TITLE II	7,111	4,740	2,371	67%
417-400	TITLE III	9,800	-	9,800	0%
419-400	FEDERAL SPEC ED	20,000	11,925	8,075	60%
452-400	FEDERAL GRANT- IMPL II	93,567	93,383	184	100%
000-649	FOOD SERVICE TRANSFER	(12,000)	(12,000)	-	100%
000-099	E-RATE	10,000	-	10,000	0%
000-099	MISC GRANTS	8,500	36,120	(27,620)	0%
		-			
	<b>TOTAL GEN FUND REVENUE</b>	<b>2,286,699</b>	<b>1,424,725</b>	<b>861,974</b>	<b>62%</b>
<b>GEN FUND EXPENDITURES:</b>					
<b>SCHOOL SUPPORT SERVICES (000-199)</b>					
100-200'S	ADMIN. STAFF SALARIES & BENEFITS	354,592	237,738	116,854	67%
000-305	CONTRACTED SERVICES	141,600	121,158	20,442	86%
000-320	COMMUNICATION SERVICES	8,000	6,085	1,915	76%
000-329	POSTAGE AND PARCEL SERVICE	1,000	757	243	76%
000-366	STAFF TRAINING	1,000	-	1,000	0%
000-401	GENERAL SUPPLIES- NON INSURANCE	8,000	2,905	5,095	36%
000-401	GENERAL SUPPLIES- UNIFORMS	10,000	9,513	487	95%
000-530	EQUIPMENT	-	-	-	0%
000-555	TECHNOLOGY EQUIPMENT	4,600	3,857	743	84%
000-820	DUES & MEMBERSHIP & FEES	27,000	11,007	15,994	41%
000-899	MISCELLANEOUS	-	-	-	0%
	<b>TOTAL</b>	<b>555,792</b>	<b>393,020</b>	<b>162,772</b>	<b>71%</b>
<b>REGULAR INSTRUCTION (200-299)</b>					
100-200'S	INSTRUCTIONAL SALARIES	758,989	494,689	332,399	65%
000-305	CONTRACTED SERVICES-	30,050	22,691	7,359	76%
000-430	INSTRUCTIONAL MATERIALS	20,000	25,705	(5,705)	129%
000-460	TEXTBOOKS & WORKBOOKS	-	-	-	0%
000-461	TESTING SERVICES	500	77	423	15%
000-470	MEDIA BOOKS & RESOURCES	-	-	-	0%
000-530	EQUIPMENT	-	1,267	(1,267)	0%
000-555	TECHNOLOGY EQUIPMENT	3,600	3,911	(311)	109%
	<b>TOTAL</b>	<b>813,139</b>	<b>548,339</b>	<b>332,899</b>	<b>67%</b>

4239-TESSFA International School YTD Budget vs. Actual 2/28/2018					
PROJECTED ENROLLMENT: 170 ADM		TRACKING PERIOD BENCHMARK		JULY-FEBR 67%	
UFARS	YTD REVENUES & EXP. BY PR	FY 2017-2018 REVISED BUDGET	YTD REVENUES & EXPENDITURES- 02/28/2018	YTD BALANCE	% YTD RECEIVED/SPENT
<b>SPECIAL EDUCATION INSTRUCTION (400-499)</b>					
100-200'S	STAFF SALARIES & BENEFITS	171,611	113,819	57,792	66%
305	CONTRACTED SERVICES	65,000	72,758	(7,758)	112%
430	SPEC ED SUPPLIES	4,600		4,600	0%
530	EQUIPMENT	1,000		1,000	0%
555	TECH EQUIPMENT	500		500	0%
	<b>TOTAL</b>	<b>242,711</b>	<b>186,577</b>	<b>56,134</b>	<b>77%</b>
<b>INSTRUCTIONAL SUPPORT SERVICES: (600-699)</b>					
100-200's	SALARIES-	-		-	0%
401	TRAINING MATERIALS			-	0%
366	TRAINING, TRAVEL, CONVEN.	15,000	14,237	763	95%
0	STAFF TUITION REIMBURSEM	-		-	0%
	<b>TOTAL</b>	<b>15,000</b>	<b>14,237</b>	<b>763</b>	<b>95%</b>
<b>PUPIL SUPPORT SERVICES ( 700-799)</b>					
100-200	SALARIES	112,428	75,112	37,316	67%
305	CONTRACTED SERVICES- HE	6,025	2,268	3,757	38%
360	PUPIL TRANSPORTATION	274,000	150,200	123,800	55%
360	SPEC ED TRANSPORTATION			-	
555	TECH EQUIPMENT			-	0%
899	MISC OTHER EXPENSE				
	<b>TOTAL</b>	<b>392,453</b>	<b>227,580</b>	<b>164,873</b>	<b>58%</b>
<b>SITE, BLDG, &amp; EQUIPMENT (800-899)</b>					
100-200's	PERSONNEL COSTS	-	-	-	0%
305	CONTRACTED SERVICES-	28,625	13,408	15,217	47%
330	UTILITY SERVICES	19,200	10,419	8,781	54%
350	REPAIRS & MAINTENANCE	10,000	9,974	26	100%
370	OPERATING LEASES- COPIER	20,000	9,867	10,133	49%
370	CAM PAYMENTS-DEPOSIT	5,000	3,336	1,664	67%
370	BLDG LEASE	228,380	149,445	78,935	65%
401	CUSTODIAL SUPPLIES	2,000	8,027	(6,027)	401%
520	LEASEHOLD IMPROVEMENTS	-		-	0%
530	EQUIPMENT	1,000	852	148	85%
555	TECH EQUIPMENT	-		-	0%
	<b>TOTAL</b>	<b>314,205</b>	<b>205,329</b>	<b>108,876</b>	<b>65%</b>
<b>FISCAL &amp; OTHER FIXED COSTS (900-999)</b>					
000-340	INSURANCE	13,500	3,621	9,879	27%
000-740	PRINCIPAL PAYMENT			-	
000-741	INTEREST	1,100	3,017	(1,917)	274%
	<b>TOTAL</b>	<b>14,600</b>	<b>6,637</b>	<b>7,963</b>	<b>45%</b>
	<b>TOTAL EXPENDITURES- GEN</b>	<b>2,347,900</b>	<b>1,581,718</b>	<b>766,182</b>	<b>67%</b>
	<b>GENERAL FUND PROFIT (LOSS)</b>	<b>(61,201)</b>	<b>(156,994)</b>	<b>95,793</b>	
701-472	FOOD SERVICE REVENUE	113,475	77,864	35,611	69%

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		BENCHMARK		67%	
UFARS	YTD REVENUES & EXP. BY PR	FY 2017-2018 REVISED BUDGET	YTD REVENUES & EXPENDITURES- 02/28/2018	YTD BALANCE	% YTD RECEIVED/SPENT
000-649	GENERAL FUND TRANSFER	12,000	12,000	-	100%
		125,475	89,864	35,611	
701-490	FOOD SERVICE EXPENDITURE	126,478	93,629	32,849	74%
	<i>FOOD SERVICE FUND BALANCE</i>	(1,003)	(3,765)	-	
	<b>TOTAL EXPENDITURES- ALL F</b>	<b>2,474,378</b>	<b>1,675,347</b>	<b>799,031</b>	<b>68%</b>
	CURRENT YEAR FUND BALANCE	(62,204)			
	<i>ADD: FUND BALANCE, BEG</i>	<i>356,903</i>	<i>6/30/2017</i>		
	<i>FUND BALANCE, ENDING</i>	<i>294,699</i>	<i>6/30/2018</i>		
	<i>Fund Balance-Percentage</i>	<i>12%</i>			
	<b>MDE Hold-back 10%</b>	<b>228,670</b>			



**FA INTERNATIONAL SCHOOL  
CHECK REGISTER  
2/28/2018**

CHK #	CHK DATE	VENDOR	AMOUNT
11087	2/7/2018 00:00:00	CAPITAL RESEARCH & MANAGEMENT	\$ 312.50
11088	2/7/2018 00:00:00	COMMITTE FOR CHILDREN	\$ 2,359.00
11089	2/7/2018 00:00:00	DONE RIGHT FOODS SERVICES, INC.	\$ 15,378.74
11090	2/7/2018 00:00:00	KATHRYN LYNN OLSON	\$ 105.00
11091	2/7/2018 00:00:00	LOFFLER COMPANIES INC	\$ 1,015.00
11092	2/7/2018 00:00:00	Office Depot	\$ 90.41
11093	2/7/2018 00:00:00	FIRST LUTHERAN CHURCH	\$ 23,317.84
11094	2/7/2018 00:00:00	INTEGRATIVE THERAPY, LLC	\$ 1,239.00
11095	2/7/2018 00:00:00	Minnesota Bureau of Criminal Apprehensio	\$ 100.00
11096	2/7/2018 00:00:00	PK PROPERTY SERVICES . LLC	\$ 618.98
11097	2/7/2018 00:00:00	WordPlay Speech & Language Services	\$ 2,309.85
11098	2/22/2018 00:00:00	BUSINESS ESSENTIALS	\$ 229.52
11099	2/22/2018 00:00:00	BUSINESS MANAGEMENT OFFICE, INC	\$ 3,166.67
11100	2/22/2018 00:00:00	HEALTH PARTNERS	\$ 15,544.41
11101	2/22/2018 00:00:00	HENNEPIN COUNTY MEDICAL CENTER	\$ 395.00
11102	2/22/2018 00:00:00	JOY FEHRING	\$ 390.00
11103	2/22/2018 00:00:00	MOVING MATTERS LLC	\$ 4,378.40
11104	2/22/2018 00:00:00	Office Depot	\$ 3,312.93
11105	2/22/2018 00:00:00	PERA	\$ 1,842.17
11106	2/22/2018 00:00:00	SFM	\$ 2,052.00
11107	2/22/2018 00:00:00	TEACHERS ON CALL	\$ 884.00
11108	2/22/2018 00:00:00	TECHNOLOGY BY DESIGN LLC	\$ 2,496.38
11109	2/22/2018 00:00:00	Unum Life Insurance Company of America	\$ 1,135.70
<b>TOTAL</b>			<b>\$ 82,673.50</b>

4239-TESEA  
Cash Flow Analysis  
FY 2017-2018

Estimated Receipts By Category						
FY 2017-2018 State Rev.	FY 16-17 Hold-Back	FY 2017-2018 Federal Programs	Other Local Receipts	Debt & Other Financing	FY 2017-2018 Federal Grant	Total Revenues
61,250						61,250
47,225						47,225
54,303						54,303
54,303	315,175			(150,000)		119,478
54,303						54,303
56,028	73,965					129,993
54,250						139,252
103,448	75,646				85,002	179,094
60,421						60,421
157,613					8,383	165,996
126,501		30,200				156,701
77,669						77,669
77,669						77,669
34,178	51,818					129,487
98,021		20,300				54,478
76,331						98,021
76,331		20,800				97,131
76,331						76,331
76,331	9,116					84,447
76,331		19,506				95,837
76,331						76,331
76,331		55,602				131,933
1,805,499	424,720	146,408		(150,000)	93,385	2,320,012

1848774  
77032.125

School Disbursements					
Payroll Outlays	FY 2017-2018 General Outlays	FY 2017-2018 Fed. Grant Outlays	Total Disbursements	Monthly Cash Flow	Estimated Ending Cash Balance
35,802	46,602	-	82,404		172,358
35,801	28,902	-	64,703	(38,632)	154,880
35,201	61,205	-	96,406		112,777
36,504	25,603	-	62,107	15,268	170,148
36,504	53,203	-	89,707		134,744
36,504	28,501	-	65,005	29,584	199,732
36,504	45,206	-	81,710	115,109	257,277
36,504	85,026	-	121,530		314,841
36,504	45,206	-	81,710		293,552
36,504	55,203	-	91,707	53,000	367,841
36,504	135,601	-	172,105		352,437
36,504	83,520	-	120,024	(57,759)	310,082
-	-	-	-		2018
36,504	95,201	-	121,705		266,046
36,504	95,204	-	131,708	(46,257)	263,825
36,504	36,902	-	73,406		244,897
36,504	97,070	-	133,574	(54,481)	209,344
36,504	55,203	-	91,707		193,968
36,504	45,209	-	81,713	42	209,386
36,504	85,410	-	121,914		163,803
36,504	65,201	-	101,705	(62,841)	146,545
36,504	75,201	-	111,705		130,677
36,504	85,407	-	121,911	(61,448)	85,097
36,504	95,801	-	132,305		84,725
36,504	85,406	-	121,910	(45,951)	39,146
873,388	1,600,980	-	2,474,378		

FY 2018 Beginning Cash Balance \$ 193,512

2017  
Jul 1-15  
Jul 16-31  
Aug 1-15  
Aug 16-31  
Sep 1-15  
Sep 16-30  
Oct 1-15  
Oct 16-31  
Nov 1-15  
Nov 16-30  
Dec 1-15  
Dec 16-31

2018  
Jan 1-15  
Jan 16-31  
Feb 1-15  
Feb 16-28  
Mar 1-15  
Mar 16-31  
Apr 1-15  
Apr 16-30  
May 1-15  
May 16-31  
Jun 1-15  
Jun 16-30

**4239-TESFA International School  
Balance Sheet  
Feb-18**

Fund	Acct	Sub Acct	Description	Amount
<b>GENERAL FUND</b>				
01	101	004	CASH / GENERAL	\$ 245,793.00
01	101	001	CASH / MAIN CHECKING	\$ -
01	101	002	CASH / SAVINGS	\$ -
01	101	009	CASH / PAYROLL DATA	
01	104	000	INVESTMENTS	\$ -
01	115	000	Accounts Receivable	\$ -
01	116	000	Interest Receivable	\$ -
01	118	000	Due From Other Funds	\$ -
01	120	000	DUE FROM OTHER MN SCHOOLS	
01	121	000	DUE FROM CFL	\$ 112,393.00
01	122	000	DUE FROM FED THRU CFL	\$ -
01	131	000	PREPAID EXPENDITURES & DEPOSIT	\$ -
01	201	000	SALARIES AND WAGES PAYABLE	\$ -
01	202	000	SHORT-TERM INDEBTEDNESS	\$ -
01	205	000	Due To Other Funds	
01	206	000	ACCOUNTS PAYABLE-OTHER	\$ (938.00)
01	208	000	Interest Payable	
01	209	000	OTHER CURRENT LIABILITIES	\$ -
01	210	000	DUE TO OTHER MN SCHOOLS	
01	215	000	PAYROLL DEDUCTS / GENERAL	\$ (345.00)
01	230	000	Deferred Revenue	\$ -
01	422	000	UNRESERVED FUND BALANCE	\$ (356,903.00)
<b>FOOD SERVICE FUND</b>				
02	101	000	CASH / GENERAL	\$ -
02	120	000	DUE FROM OTHER MN SCHOOLS	
02	121	000	DUE FROM CFL	\$ -
02	122	000	DUE FROM FED THRU CFL	\$ -
02	205	000	Due To Other Funds	\$ -
02	206	000	ACCOUNTS PAYABLE-OTHER	\$ -
02	422	000	UNRESERVED FUND BALANCE	\$ -

### **Personnel Recommendations:**

*The following personnel items are recommended for the approval at the March 12, 2018 school board meeting.*

#### **Non Licensed Staff Hire:**

Jill Phillips 1.0 FTE Special Education Paraprofessional @ a salary of \$28,988.40 effective 03/12/2018.

Amin Kelifa 1.0 FTE Special Education Paraprofessional @ a salary of \$28,988.40 effective 03/12/2018.

#### **Non Licensed Licensed Staff Resignation:**

Jared Stulen 1.0 FTE Special Education Paraprofessional effective 2/23/2018.

#### **Service Contract**

Sabrin Deqow - Hallway/Food Service Support, Temporary, Part-Time, \$15.00 per Hour, 15 Hours Per Week, effective 2/26/2018 - 6/8/2018.

**TESFA INTERNATIONAL SCHOOL  
PRELIMINARY BUDGET PARAMETERS  
2018-2019**

<b>February Approved Parameters</b>	<b>Preliminary Budget Draft March</b>
<b>Revenue Assumptions</b>	<b>Revenue Assumptions</b>
Enrollment Assumption 210	Same
Per Pupil State Aid Increase \$124	Same
Compensatory Revenue Increase \$139,759	Same
Per ADM Added Revenue Receivable FY19 \$7500	\$6988 (doesn't assume more EL students)
<b>Staffing &amp; Salary Assumptions</b>	<b>Staffing &amp; Salary Assumptions</b>
22.5 F.T.E. Regular education	20.5 FTE Regular (-1 teacher, -1 Para)
Non-licensed staff 3% increase	Same
Assistant Director Increase \$5000 to \$85,000	Same
<b>Insurance Assumptions</b>	<b>Insurance Assumptions</b>
Health insurance increase 17% over last year	Same
Dental Insurance 4% increase estimate	Same
<b>Busses</b>	<b>Busses</b>
Includes field trips & family nights \$280,000	Same
<b>Lease</b>	<b>Lease</b>
\$248,346	Same
\$20,696 per month	Same
\$1700 Utilities per month	Same
\$333 Playground per month	Same
<b>Ending fund balance</b>	<b>Ending fund balance</b>
At least 12%	14%

<b>TESFA</b>						
<b>FY 2018-2019 ORIGINAL BUDGET</b>						
<b>3/1/2018</b>						
<b>UFARS</b>						
<b>REVENUES &amp; EXP. BY PROGRAM</b>						
<b>PROJECTED ENROLLMENT- ADM</b>						
		<b>FY 2018-2019 ORIGINAL BUDGET</b>	<b>FY 2017-2018 REVISED BUDGET</b>	<b>CHANGES \$</b>		
		<b>210</b>	<b>170</b>	<b>40</b>		
<b>GENERAL FUND REVENUE</b>						
<b>STATE AID:</b>						
300 LEASE AID		227,113	201,042	26,071		Based on lease cost
211 STATE GEN EDUCATION AID		2,097,365	1,681,089	416,276		Additional 40 ADM
360 SPECIAL ED -STATE		277,176	218,440	58,736		Based on actual spec ed exp
<b>TOTAL STATE AID</b>		<b>2,601,653</b>	<b>2,100,571</b>	<b>501,082</b>		
<b>FEDERAL AID:</b>						
419-400 FEDERAL SPEC ED		30,000	20,000	10,000		based on MDE allocation
401-400 TITLE I		65,200	49,150	16,050		based on MDE allocation
414-400 TITLE II		7,000	7,111	(111)		based on MDE allocation
417-400 TITLE III		12,000	9,800	2,200		based on MDE allocation
451-400 CSP IMP GRANT I		-	-	-		
451-400 CSP IMP GRANT II		-	93,567	(93,567)		Fully used up
<b>TOTAL FEDERAL AID</b>		<b>114,200</b>	<b>179,628</b>	<b>(65,428)</b>		
<b>LOCAL SOURCES &amp; GRANTS:</b>						
694 TRANSFER TO FOOD SERV FUND		(12,000)	(12,000)	-		
096 MISC GRANTS		5,000	10,000	(5,000)		
099 E-RATE		10,000	8,500	1,500		
<b>TOTAL LOCAL SOURCES</b>		<b>3,000</b>	<b>6,500</b>	<b>(3,500)</b>		
<b>TOTAL REVENUES- GENERAL FUND</b>		<b>2,718,853</b>	<b>2,286,699</b>	<b>432,154</b>		
<b>GENERAL FUND EXPENDITURES:</b>						

<b>TESFA</b>									
<b>FY 2018-2019 ORIGINAL BUDGET</b>									
<b>3/1/2018</b>									
<b>LFARS</b>									
<b>REVENUES &amp; EXP. BY PROGRAM</b>									
		<b>FY 2018-2019 ORIGINAL BUDGET</b>	<b>FY 2017-2018 REVISED BUDGET</b>	<b>CHANGES \$</b>					
<b>SCHOOL SUPPORT SERVICES (000-199)</b>									
110-200	ADMIN STAFF SALARIES & BENEFITS	368,488	354,592	13,896					Step increases
305	CONTRACTED SERVICES-	140,000	141,600	(1,600)					reductions
320	COMMUNICATION SERVICES	8,000	8,000	-					
329	POSTAGE AND PARCEL SERVICES	1,000	1,000	-					
366	STAFF TRAINING	1,000	1,000	-					
401	GENERAL SUPPLIES- NON INSTRUCTIONAL	8,000	8,000	-					
401	GENERAL SUPPLIES- UNIFORMS	12,000	10,000	2,000					reallocation
530	EQUIPMENT	-	-	-					
555	TECHNOLOGY EQUIPMENT	4,600	4,600	-					
820	DUES & MEMBERSHIP & FEES	27,000	27,000	-					
899	MISC	-	-	-					
	<b>TOTAL</b>	<b>570,088</b>	<b>555,792</b>	<b>14,296</b>					
<b>REGULAR INSTRUCTION (200-299)</b>									
100-200	STAFF SALARIES & BENEFITS	887,936	758,989	128,947					FTE increase per ADM changes
305	CONTRACTED SERVICES-	30,050	30,050	-					
430	INSTRUCTIONAL MATERIALS	25,000	20,000	5,000					
460	TEXTBOOKS & WORKBOOKS	-	-	-					
461	TESTING SERVICES	500	500	-					
470	MEDIA BOOKS & RESOURCES	-	-	-					
530	EQUIPMENT	-	-	-					
555	TECHNOLOGY EQUIPMENT	20,000	3,600	16,400					
	<b>TOTAL</b>	<b>963,486</b>	<b>813,139</b>	<b>150,347</b>					
<b>SPECIAL EDUCATION INSTRUCTION (400-499)</b>									
100-200	STAFF SALARIES & BENEFITS	216,873	171,611	45,262					2 additional EAs
305	CONTRACTED SERVICES	85,000	65,000	20,000					
433	INSTRUCTIONAL MATERIALS	4,600	4,600	-					
530	EQUIPMENT	1,000	1,000	-					
555	SPEC ED EQUIP	500	500	-					
	<b>TOTAL</b>	<b>307,973</b>	<b>242,711</b>	<b>65,262</b>					
<b>INSTRUCTIONAL SUPPORT SERVICES: (600-699)</b>									

<b>TESFA</b>						
<b>FY 2018-2019 ORIGINAL BUDGET</b>						
<b>3/1/2018</b>						
		<b>FY 2018-2019 ORIGINAL BUDGET</b>	<b>FY 2017-2018 REVISED BUDGET</b>	<b>CHANGES \$</b>		
<b>UFPS</b>	<b>REVENUES &amp; EXP. BY PROGRAM</b>					
140-200	SALARIES-	-	-	-		
366	TRAINING, TRAVEL, CONVEN., & CONF.	20,000	15,000	5,000		
389	STAFF TUITION REIMBURSEMENTS	-	-	-		
401	GEN SUPPLIES	-	-	-		



<b>TESFA</b>						
<b>FY 2018-2019 ORIGINAL BUDGET</b>						
<b>3/1/2018</b>						
<b>UFARS</b>						
<b>REVENUES &amp; EXP. BY PROGRAM</b>		<b>FY 2018-2019 ORIGINAL BUDGET</b>	<b>FY 2017-2018 REVISED BUDGET</b>	<b>CHANGES \$</b>		
	<b>TOTAL</b>	<b>20,000</b>	<b>15,000</b>	<b>5,000</b>		
	<b>STUDENT SUPPORT SERVICES (700-799)</b>					
143-200	STAFF SALARIES & BENEFITS	134,976	112,428	22,548	Step changes-	
305	CONTRACTED SERVICES	6,025	6,025	-		
360	PUPIL TRANSPORTATION	280,000	274,000	6,000		
360	SPEC ED- TRANSPORTATION	20,000	-	20,000		0
555	TECH. EQUIPMENT	-	-	-		
	<b>TOTAL</b>	<b>441,001</b>	<b>392,453</b>	<b>48,548</b>		
	<b>SITE, BLDG, &amp; EQUIPMENT (800-899)</b>					
170-200	CUSTODIAL SALARIES	-	-	-		
305	CONTRACTED SERVICES	10,000	28,625	(18,625)		
330	UTILITY SERVICES	20,400	19,200	1,200		
350	REPAIRS & MAINTENANCE	8,600	10,000	(1,400)		
370	OPERATING LEASES- COPIERS	15,000	20,000	(5,000)		
370	BLDG LEASE	257,348	233,380	23,968	New lease	
401	CUSTODIAL SUPPLIES	8,000	2,000	6,000		
520	LEASEHOLD IMPROVEMENTS	-	-	-		
530	EQUIPMENT	1,000	1,000	-		
555	TECH. EQUIPMENT	-	-	-		
	<b>TOTAL</b>	<b>320,348</b>	<b>314,205</b>	<b>6,143</b>		
	<b>FISCAL &amp; OTHER FIXED COSTS (900-999)</b>					
340	INSURANCE	13,500	13,500	-		
730	PRINCIPAL REPAYMENT	-	-	-		
740	INTEREST	-	1,100	(1,100)	interest on the LOC	
	<b>TOTAL FISCAL &amp; OTHER</b>	<b>13,500</b>	<b>14,600</b>	<b>(1,100)</b>		
	<b>TOTAL EXPENDITURES- GENERAL FUND</b>	<b>2,636,396</b>	<b>2,347,900</b>	<b>288,496</b>		
	<b>GENERAL FUND PROFIT (LOSS)</b>	<b>82,458</b>	<b>(61,201)</b>			

<b>TESFA</b>						
<b>FY 2018-2019 ORIGINAL BUDGET</b>						
<b>3/1/2018</b>						
		<b>FY 2018-2019 ORIGINAL BUDGET</b>	<b>FY 2017-2018 REVISED BUDGET</b>	<b>CHANGES</b>		
				<b>\$</b>		
<b>UFARS</b>	<b>REVENUES &amp; EXP. BY PROGRAM</b>					
	<b>FOOD SERVICE OPERATIONS:</b>					
701-400	FOOD SERVICE REVENUE	138,825	125,475	13,350	ADM changes	
490	FOOD SERVICE EXPENDITURES	140,175	126,478	13,697	ADM changes	
	<b>FOOD SERVICE FUND PROFIT (LOSS)</b>	<b>(1,350)</b>	<b>(1,003)</b>	<b>(347)</b>		
	<b>CURRENT YEAR FUND BALANCE-ALL FUNDS</b>	<b>81,108</b>	<b>(62,204)</b>			
	<b>ADD: FUND BALANCE-BEGINNING</b>	<b>294,699</b>	<b>356,903</b>	<b>06/30/17</b>		
	<b>CUMULATIVE FUND BALANCE-ENDING</b>	<b>375,807</b>	<b>294,699</b>	<b>06/30/18</b>		
	<b>FUND BALANCE PERCENTAGE</b>	<b>14%</b>				
	<b>STATE HOLD-BACK -10%</b>	<b>271,585</b>				

**TESFA  
FY 2018-2019 ORIGINAL BUDGET  
3/1/2018**

UFARS	REVENUES & EXP. BY PROGRAM	FY 2018-2019 ORIGINAL BUDGET	%
	<b>PROJECTED ENROLLMENT- ADM</b>	<b>210</b>	
	<b>REVENUES</b>		
	<b>STATE AID:</b>		
01-005-000-000-348-300	LEASE AID	227,113	per lease aid calc.
01-005-000-000-000-211	STATE GEN EDUCATION AID	2,097,365	based on 210 ADM
01-005-000-000-740-360	SPECIAL ED -STATE	277,176	
	<b>TOTAL STATE AID</b>	<b>2,601,653</b>	<b>96%</b>
	<b>FEDERAL AID</b>		
01-005-000-000-419-400	FEDERAL SPEC ED	30,000	
01-005-216-000-401-400	TITLE I- REGULAR	65,200	
01-005-204-000-414-400	TITLE II	7,000	
01-005-204-000-417-400	TITLE III	12,000	
01-005-000-000-859-400	CSP Grant-IMPLEMENTATION 2	-	
	<b>TOTAL FEDERAL AID</b>	<b>114,200</b>	<b>4%</b>
	<b>LOCAL SOURCES &amp; GRANTS</b>		
01-005-000-000-000-096	FOOD SERVICE TRANSFER-OUT	(12,000)	cost of subsidizing Food Service Fund
01-005-000-000-000-096	MISC GRANTS /DONATIONS	5,000	
01-005-000-000-000-097	MISC GRANTS /DONATIONS		
01-005-000-000-000-099	E-RATE	10,000	
	<b>TOTAL LOCAL SOURCES</b>	<b>3,000</b>	<b>0%</b>
	<b>TOTAL REVENUES- ALL SOURCES</b>	<b>2,718,853</b>	<b>100%</b>
	<b>EXPENDITURES</b>		
	<b>SCHOOL SUPPORT SERVICES (000-199)</b>		
001-005-050-000-000-110	ADMIN STAFF SALARIES & BENEFITS	368,488	
001-005-110-000-000-305	CONTRACTED SERVICES-	140,000	
001-005-110-000-000-320	COMMUNICATION SERVICES	8,000	
001-005-110-000-000-329	POSTAGE AND PARCEL SERVICES	1,000	
001-005-050-000-000-366	STAFF TRAINING	1,000	
001-005-105-000-000-401	GENERAL SUPPLIES- NON INSTRUCTIC	8,000	

**TESFA**  
**FY 2018-2019 ORIGINAL BUDGET**  
**3/1/2018**

<u>UFARS</u>	<u>REVENUES &amp; EXP. BY PROGRAM</u>	<u>FY 2018-2019 ORIGINAL BUDGET</u>	<u>%</u>
001-005-105-000-000-401	GENERAL SUPPLIES- UNIFORMS	12,000	
001-005-105-000-000-530	EQUIPMENT	-	
001-005-105-000-000-555	TECHNOLOGY EQUIPMENT	4,600	
001-005-105-000-000-820	DUES & MEMBERSHIP & FEES	27,000	
	<b>TOTAL</b>	<b>570,088</b>	<b>22%</b>
	<b>REGULAR INSTRUCTION (200-299)</b>		
001-010-203-000-000-100	STAFF SALARIES & BENEFITS	887,936	
001-010-203-000-000-305	CONTRACTED SERVICES-	30,050	
001-010-203-000-000-430	INSTRUCTIONAL MATERIALS	25,000	
001-010-203-000-000-460	TEXTBOOKS & WORKBOOKS	-	
001-010-203-000-000-461	TESTING SERVICES	500	
001-010-203-000-000-470	MEDIA BOOKS & RESOURCES	-	
001-010-203-000-000-530	EQUIPMENT	-	
001-010-203-000-000-555	TECHNOLOGY EQUIPMENT	20,000	
	<b>TOTAL</b>	<b>963,486</b>	<b>37%</b>
	<b>SPECIAL EDUCATION INSTRUCTION (400-499)</b>		
001-010-420-000-000-100	STAFF SALARIES & BENEFITS	216,873	
001-010-420-000-000-305	CONTRACTED SERVICES	85,000	
001-010-420-000-000-433	SPECIAL ED MATERIALS	4,600	
001-010-420-000-000-530	EQUIPMENT	1,000	
001-010-420-000-000-555	TECHNOLOGY EQUIPMENT	500	
	<b>TOTAL</b>	<b>307,973</b>	<b>12%</b>
	<b>INSTRUCTIONAL SUPPORT SERVICES: (600-699)</b>		
001-010-605-000-000-140	SALARIES-	-	
001-010-605-000-000-401	TRAINING MATERIALS	-	
001-010-640-000-000-366	TRAINING, TRAVEL, CONVEN., & CONF	20,000	
001-010-640-000-000-389	STAFF TUITION REIMBURSEMENTS	-	
	<b>TOTAL</b>	<b>20,000</b>	<b>1%</b>
	<b>PUPIL SUPPORT SERVICES ( 700-799)</b>		
001-005-720-000-000-143	PERSONNEL COSTS	134,976	
001-005-720-000-000-305	CONTRACTED SERVICES-	6,025	
001-005-720-000-760-360	PUPIL TRANSPORTATION	280,000	
001-005-720-000-740-360	SPEC ED- TRANSPORTATION	20,000	
001-005-720-000-000-555	TECHNOLOGY EQUIPMENT	-	
	<b>TOTAL</b>	<b>441,001</b>	<b>17%</b>

**TESFA  
FY 2018-2019 ORIGINAL BUDGET  
3/1/2018**

UFARS	REVENUES & EXP. BY PROGRAM	FY 2018-2019 ORIGINAL BUDGET	%
	<b>SITE, BLDG, &amp; EQUIPMENT (800-899)</b>		
001-005-810-000-000-170	CUSTODIAL SALARIES	-	
001-005-810-000-000-305	CONTRACTED SERVICES-CUSTODIAL	10,000	
001-005-810-000-000-330	UTILITY SERVICES	20,400	
001-005-810-000-000-350	REPAIRS & MAINTENANCE	8,600	
001-005-810-000-000-370	OPERATING LEASES- COPIERS	15,000	
001-005-850-000-000-370	CAM PAYMENTS	5,000	deposit
001-005-850-000-348-370	BLDG LEASE	252,348	
001-005-810-000-000-401	CUSTODIAL SUPPLIES	8,000	
001-005-850-000-000-520	LEASEHOLD IMPROVEMENTS	-	
001-005-850-000-000-530	EQUIPMENT	1,000	
001-005-810-000-000-555	TECHNOLOGY EQUIPMENT	-	
	<b>TOTAL</b>	<b>320,348</b>	<b>12%</b>
	<b>FISCAL &amp; OTHER FIXED COSTS (900-999)</b>		
001-005-940-000-000-340	INSURANCE	13,500	
001-005-920-000-000-741	INTEREST	-	
	<b>TOTAL FISCAL &amp; OTHER</b>	<b>13,500</b>	<b>1%</b>
	<b>TOTAL EXPENDITURES- GENERAL FUI</b>	<b>2,636,396</b>	<b>100%</b>
	<b>GENERAL FUND PROFIT (LOSS)</b>	<b>82,458</b>	
02-005-770-000-701-472	FOOD SERVICE REVENUE	126,825	
02-005-000-000-000-649	GEN FUND TRANSFER-IN	12,000	
	<b>TOTAL FS FUND REVENUE</b>	<b>138,825</b>	
02-005-770-000-701-490	FOOD SERVICE EXPENDITURES	140,175	
	<b>FOOD SERVICE FUND PROFIT (LOSS)</b>	<b>(1,350)</b>	
	<b>CURRENT YEAR FUND BALANCE-ALL</b>	<b>81,108</b>	
	ADD: FUND BALANCE-BEGINNING	294,699	06/30/18
	<b>CUMULATIVE FUND BALANCE-ENDING</b>	<b>375,807</b>	<b>06/30/19</b>
	<b>FUND BALANCE PERCENTAGE</b>	<b>14%</b>	
	<b>STATE HOLD-BACK -10%</b>	<b>271,585</b>	

**TESFA  
FY 2018-2019 ORIGINAL BUDGET  
3/1/2018**

**ADMINISTRATION:  
SCHOOL SUPPORT  
SERVICES (000-199)**

<u>UFARS</u>		<u>PAYROLL</u>	<u>BENEFITS</u>	<u>TOTAL PAYROLL /BENEFITS</u>
100-200'S	PERSONNEL COSTS	287,881	80,607	368,488

**CONTRACTED SERVICES**

305 Misc	4,000
305 Audit/Taxes	12,500
305 Business Mgt Services	71,400
305 Tech Coordinator	40,000
305 Accounting software	5,800
305 Payroll Processing	2,400
305 E Rate	3,500
305 Shred It	-
305 Legal	400
	-

**CONTRACTED SERVICE 140,000**

<b>320 Communication</b>	
Eventis	8,000 F
School Cell Phone	-
Century Link	-
Comcast	-
Voice Shot	-
Gaggle	-
Wireless Consulting	-
Maintenance for Switches	-
Phone System Maintenance	-
website	-
New phones	-
Misc	-
Communications- Total	8,000

329 POSTAGE	1,000
366 STAFF TRAINING	1,000
401 GEN SUPPLIES	8,000
401 UNIFORMS/BACKPACKS	12,000
530 EQUIPMENT	-
555 TECH EQUIPMENT	4,600

	<u>26,600</u>	
<b>820 Dues &amp; Membership Fees</b>		
Authorizer	16,000	based on current invoice
MSBA		
LOC-Bank Fee	1,500	
MACS		
IB Fees	9,500	
	-	
Misc	-	
Dues & Membership	<u>27,000</u>	

<b>GRAND TOTAL- ADMIN</b>	<b>570,088</b>	<b>570087.68</b>	<b>-</b>
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**TESFA  
FY 2018-2019 ORIGINAL BUDGET  
3/1/2018**

**REGULAR INSTRUCTION- (200-299)**

UFARS	DESCRIPTION	PAYROLL	BENEFITS	TOTAL PAYROLL /BENEFITS
<b>100-200'S</b>	<b>PERSONNEL COSTS</b>	<b>668,700</b>	<b>187,236.00</b>	<b>887,936.00</b>

**REGULAR INSTRUCTION**

**305 Contracted Services**

Field Trip Fees	-
Substitutes	14,300.00
Placement Fee TT	-
Powerschool	6,000.00
Science House	-
Assemblies	-
PYP Night	-
Parent Events	-
Graduation	0.00
Staff Training	-
Staff Training	0.00
IB Fees	9,500.00
MN Association of IB	250.00
IB Evaluation	-
Cambridge Review	-
Misc	-
<b>TOTAL</b>	<b>30,050.00</b>

**430 Instructional Materials**

Classroom budgets	3,000.00
Software	5,000.00
Math	500.00
Ipad Apps	250.00
Planners/Journals	-
Physical Education	250.00
Art	-
Restmats	-
Reading	500.00
Lamination	-
PYP Units of Inquiry	9,000.00
Arabic	500.00
Classroom library	5,000.00
Misc	1,000.00
<b>TOTAL</b>	<b>25,000.00</b>



**460 Textbooks/Workbooks**

Math	-
Reading	-
Handwriting	-
ESL	-
Intervention-Math	-
Intervention - Writing	-
Intervention - reading	-
Misc	-
<b>TOTAL</b>	<b>-</b>

**466 Testing Services**

NWEA	500.00
WIDA	-
FAST/WIDA	-
<b>TOTAL</b>	<b>500.00</b>

**470 Media Services**

Library books	-
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**530 Equipment**

Teacher chairs/desks	-
Student chairs	-
Student tables	-
Bookcases	-
Fire King	-
File Cabinets	-
White Boards	-
Bulletin Boards	-
Carpet	-
Book displays/Carts	-
Misc	-
<b>TOTAL</b>	<b>-</b>

**555 Technology**

Lease adjustment costs	-
Carts purchase	-
Ipads/computers	18,500.00
Ipads	-
Active Boards	-
General Maintenance	500.00
Projectors	400.00
Document cameras	-
Headphones	100.00
Access points	-
Projector Move	-
Walkie Talkies	-
Voice Amplification System	-
Handheld mic	-
Bags/cases	-
Misc costs	500.00
<b>TOTAL</b>	<b>20,000.00</b>

**TOTAL- REGULAR INSTRUCTIONS                    963,486.00                    963,486.00**

**Special Ed Programs**

<b>UFARS</b>	<b>DESCRIPTION</b>	<b>PAYROLL</b>	<b>BENEFITS</b>	<b>TOTAL PAYROLL /BENEFITS</b>
<b>100-200'S</b>	<b>PERSONNEL COSTS</b>	<b>169,432</b>	<b>47,440.96</b>	<b>216,872.96</b>
	<b>SPECIAL EDUCATION</b>			
	<b>Spec Ed Director</b>	20,000.00		
	Contracted Services	65,000.00		
	SPED Forms	600.00		
	Supplies	4,000.00		
	Equipment	1,000.00		
	Technology	500.00		
		<u>91,100.00</u>		
	<b>Total Spec ED Programs</b>	<b>307,972.96</b>	<b>307972.96</b>	<b>-</b>

**INSTRUCTIONAL SUPPORT SERVICES (600-699)**

UFARS	DESCRIPTION	PAYROLL	BENEFITS	PAYROLL /BENEFITS
100-200'S	PERSONNEL COST	-	-	-
	305 STUDENT RECRUITMENT	-		
	366 TRAINING, TRAVEL, CONVENTIONS	20,000		
	366 STAFF TUITION REIMBURSEMENTS	-		
	<b>TOTAL</b>	<b>20,000</b>		<b>20,000</b>

**FIN C/ OBJ CODI PUPIL SUPPORT SERVICES (700-799)**

UFARS	DESCRIPTION	PAYROLL	BENEFITS	PAYROLL /BENEFITS
100-200'S	PERSONNEL COSTS	105,450	29,526.00	134,976
	<b>General PPS</b>			
	305 CONTRACTED SERVICES-	6,025		
720	360 TRANSPORTATION- REGULAR	276,800		
733	361 TRANSPORTATION- FIELD TRIPS	3,200		
723	360 TRANSPORTATION- SPEC ED	20,000		
720	534 VEHICLE- VAN	-		
	<b>TOTAL -PUPIL SUPPORT SERVICES</b>	<b>306,025</b>	<b>0</b>	<b>441,001</b>

**SITE, BLDG, & EQUIPMENT**

UFARS	DESCRIPTION	PAYROLL	BENEFITS	PAYROLL /BENEFITS
100-200'S	PERSONNEL COSTS	-	-	-
370	305 CONTRACTED SERVICES-CUSTODIAL	10,000		
373	330 UTILITIES-	20,400		
	350 REPAIRS & MAINTENANCE	8,600		
	370 OPERATING LEASE COPY MACHINES	15,000		
	370 Building Deposit	-		
	370 BUILDING LEASE	252,348		
	401 CUSTODIAL SUPPLIES	8,000		
	520 LEASEHOLD IMPROVEMENT	-		
	530 BUILDING EQUIPMENT	1,000		
	<b>TOTAL- SITE, BLDG &amp; EQUIPMENT</b>	<b>315,348</b>		<b>315,348</b>

**FISCAL & OTHER COST**

INSURANCE	13,500
INTEREST	-
<b>TOTAL</b>	<b>13,500</b>



## memo

To: School Board  
From: Jonas Beugen  
CC: Patti Kronk  
Date: March 8, 2018  
Re: Teacher By-Law Cote

All By-Laws Revision Ballots have been turned in to Patti The votes are as follows:

0 - Keep teacher majority board

14 - Revise By-Laws to change board composition to three (3) Community Members, two (2) Parents and two (2) Teachers.

Patti will retain all documentation on file.

# 2018 & 2019" Draft TesfaInternational School Calendar

## Key

- Green = Assessment Window
- Yellow = No Students/Staff PD
- Purple= School Celebration

- Red = No School
- Blue=Family Event
- Orange=New Teachers

**August 2018**

Su	M	Tu	W	Th	F	Sa
	5	6	7	8	9	10
	12	13	14	15	16	17
	19	20	21	22	23	24
	26	27	28	29	30	31

- August**
- 6-22 Licensed Staff Professional Development
  - 16 Back to School Night
  - 20-21 No School/Work
  - 23 First Day of School
  - 30 All School Assembly
  - 11 Staff Days
  - 7 Student Days

**September 2018**

Su	M	Tu	W	Th	F	Sa
	2	3	4	5	6	7
	9	10	11	12	13	14
	16	17	18	19	20	21
	23	24	25	26	27	28
	30					

- September**
- 3 NO SCHOOL - Holiday (Labor Day)
  - 19 Fall Family Night
  - 25 All School Assembly
  - 21 NO SCHOOL - Staff PD
  - 1 Staff Day
  - 18 Student Days

**October 2018**

Su	M	Tu	W	Th	F	Sa
	7	8	9	10	11	12
	14	15	16	17	18	19
	21	22	23	24	25	26
	28	29	30	31		

- October**
- 16-17 Fall Conferences
  - 17 Early Release
  - 18-19 NO SCHOOL
  - 30 Assembly - Integrity and Respect
  - 1 Staff Days
  - 20 Student Days

**November 2018**

Su	M	Tu	W	Th	F	Sa
	4	5	6	7	8	9
	11	12	13	14	15	16
	18	19	20	21	22	23
	25	26	27	28	29	30

- November**
- 16 NO SCHOOL - Staff PD
  - 21-23 NO SCHOOL - Holiday (Thanksgiving)
  - 27 Assembly - Cooperation and Appreciation
  - 1 Staff Days
  - 18 Student Days

**December 2018**

Su	M	Tu	W	Th	F	Sa
	2	3	4	5	6	7
	9	10	11	12	13	14
	16	17	18	19	20	21
	23	24	25	26	27	28
	30	31				

- December**
- 14 Staff Development
  - 18 Assembly - Tolerance
  - 21-31 NO SCHOOL - Winter Break
  - 1 Staff Days
  - 14 Student Days

**January 2019**

Su	M	Tu	W	Th	F	Sa
	6	7	8	9	10	11
	13	14	15	16	17	18
	20	21	22	23	24	25
	27	28	29	30	31	

- January**
- 1-2 NO SCHOOL - Winter Break
  - 7 NO SCHOOL -Staff PD
  - 14 NO SCHOOL- Holiday (MLK)
  - 30 Assembly- Independence and Curiosity
  - 1 Staff Days
  - 20 Student Days

**February 2019**

Su	M	Tu	W	Th	F	Sa
	3	4	5	6	7	8
	10	11	12	13	14	15
	17	18	19	20	21	22
	24	25	26	27	28	

- February**
- 8 No School Stiff PD
  - 14 Winter Family Night
  - 18 NO SCHOOL - Holiday (President's Day)
  - 26 Assembly - Commitment and Empathy
  - 1 Staff Days
  - 18 Student Days

**March 2019**

Su	M	Tu	W	Th	F	Sa
	3	4	5	6	7	8
	10	11	12	13	14	15
	17	18	19	20	21	22
	24	25	26	27	28	29
	31					

- March**
- 19 Assembly - Enthusiasm
  - 21-22 Spring Conferences
  - 21 Early Release
  - 22-9 NO SCHOOL-Spring Break
  - 1 Staff Days
  - 14 Student Days

**April 2019**

Su	M	Tu	W	Th	F	Sa
	7	8	9	10	11	12
	14	15	16	17	18	19
	21	22	23	24	25	26
	28	29	30			

- April**
- 1 NO SCHOOL -Staff PD
  - 9 Science MCAs
  - 15-29 Math and ELA MCAs
  - 30 Assembly - Confidence
  - 1 Staff Days
  - 20 Student Days

**May 2019**

Su	M	Tu	W	Th	F	Sa
	5	6	7	8	9	10
	12	13	14	15	16	17
	19	20	21	22	23	24
	26	27	28	29	30	31

- May**
- 9 Spring Family Night
  - 27 Memorial Day
  - 28 Assembly - Creativity
  - 31 Last Day of School / Early Release
  - 0 Staff Days
  - 22 Student Days

**June 2019**

Su	M	Tu	W	Th	F	Sa
	2	3	4	5	6	7
	9	10	11	12	13	14
	16	17	18	19	20	21
	23	24	25	26	27	28
	30					

- June**
- 3 Staff Workday/Flex Day
  - 9 Staff Days
  - 0 Student Days
  - 20 Total Staff Days
  - 171 Total Student Days



## **Competitive – Federal Striving Readers Comprehensive Literacy (SRCL) Program Competitive – Federal Striving Readers Comprehensive Literacy (SRCL) Program**

### **Project Plan Based on Local Literacy Plan**

The project plan is driven by the results of our Comprehensive needs Assessment which was intentionally aligned with ten evidence-based practices identified in the Federal Striving Readers Comprehensive Literacy (SRCL) Program.

Based upon our needs assessment we prioritized the practices as follows:

*Primary Focus Practices* = practices that will require extensive resources, planning, training, coaching, monitoring and evaluating to implement effectively.

*Secondary Focus Practices* = practices that we currently have partially implemented but will require “ramping-up” to achieve desired results.

*Monitoring and Adjusting Practices* = practices that are currently in place and effective. These will require monitoring and adjusting as necessary to ensure they continue to be utilized consistently and effectively.

<i><b>Primary Focus Practices</b></i>	<i><b>Secondary Focus Practices</b></i>	<i><b>Monitoring and Adjusting Practices</b></i>
2. Provide intentional, research-informed instruction using increasingly complex texts and tasks that build comprehension, knowledge, and strategic reading activity.	1. Make deliberate, research-informed, and culturally sustaining efforts to foster literacy motivation and engagement within and across lessons.	3. Instruct using a variety of grouping strategies, including frequent use of flexible groups and instruction targeted to students' observed and assessed needs in specific aspects of literacy development.
4. Utilize activities and explicit instruction to develop phonological awareness and word study, including knowledge of letter-sound relationships (K-1 and as needed thereafter) and word recognition. Utilize activities that build fluency and stamina with increasingly complex texts.	7. Make intentional and ambitious efforts to build vocabulary, academic language, and content knowledge.	5. Provide opportunities for students to learn and practice how to discuss the ideas in texts and construct text meaning across texts and disciplines.
8. Provide abundant and diverse reading material, including texts that are multimodal and of a variety of languages, and opportunities to read in the classroom.	10. Collaborate with families in promoting literacy, including supporting home language development for English learners and coaching for strategies.	6. Provide research-informed and standards-aligned writing instruction.
9. Utilize ongoing observation, assessment, and self-evaluation of students' language and literacy development to provide feedback and inform instruction.		

### **Summary of Project Components**

The detailed work plan table provided at the end of this section includes, (a) timeframes, (b) milestones, (c) parties responsible for implementing each activity and other key personnel assigned to each activity. (d) Performance measures to be used to evaluate goals and monitor progress, (e) financial allocations to support the plan. (f) Professional development activities, (e) supporting research, (f) alignment with goals to evidence-based practices. The broad project components are overarching and most support several of the evidence-based practices. The work plan table includes several implementation and input goals with data-collection and aligned evaluation plans. The projects

component section includes three results oriented summative goals that will be primary in determining the overall success of the project,

## **Broad Plan Component #1**

### **Comprehensively Implement The Balanced Literacy Model**

Evidence-based practices #2, #4, #5, #6, and #7 will all be supported by comprehensively and consistently implementing the Balanced Literacy Model across all of our classrooms.

Our literacy block of instruction will be structured as seen below. Training, coaching, monitoring and reporting will be designed to support the evidence-based practices supported by this model. Three full days of August Professional Development will be dedicated to implementing the model with fidelity and ensuring the evidence-based practices are fully embedded in daily literacy instruction.'

Balanced Literacy is a curricular methodology that integrates various modalities of literacy instruction, which are aimed at guiding students towards proficient and lifelong reading. The balanced literacy approach is characterized by explicit skill instruction and by the use of authentic texts. Balanced literacy is strongly supported by extensive research. A few examples of supporting research include:

- Balanced literacy in an urban school district. Frey, B.B. (2005) *The Journal of Educational Research*, 98(5), 272-280.

“ the balanced instructional model is particularly appropriate and beneficial for students who have initial difficulties in learning to read and write.”

- Balanced Literacy Instruction. Pressley, Michael; Roehrig, Alysia; Bogner, Kristen; Raphael, Lisa M.; Dolezal, Sara *Focus on Exceptional Children*, v34 n5 p1-14 Jan 2002

#### Grades K-1

Language & Word Study 30-60 minutes	<ul style="list-style-type: none"> <li>• Interactive Read Aloud</li> <li>• Interactive Writing</li> <li>• Modeled/Shared Reading</li> <li>• Modeled/Shared Writing</li> <li>• Handwriting</li> <li>• Phonics/Word Study/Spelling</li> <li>• Storytelling</li> </ul>
Reading Workshop 45-90 minutes	<ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Independent Literacy Work</li> </ul>
Writing Workshop	<ul style="list-style-type: none"> <li>• Independent Writing</li> </ul>



45-60 minutes	<ul style="list-style-type: none"> <li>• Guided Writing</li> <li>• Interactive Writing (small group)</li> </ul>
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Grades 2-6

Language & Word Study 30-60 minutes	<ul style="list-style-type: none"> <li>• Interactive Read Aloud</li> <li>• Current Events</li> <li>• Modeled/Shared Reading</li> <li>• Interactive Edit</li> <li>• Modeled/Shared Writing</li> <li>• Interactive Vocabulary</li> <li>• Readers' Theatre/Process Drama</li> <li>• Choral Reading</li> <li>• Handwriting</li> <li>• Test Reading &amp; Writing</li> <li>• Word Study/Spelling</li> <li>• Poetry Sharing/Response</li> </ul>
Reading Workshop 60 minutes	<ul style="list-style-type: none"> <li>• Independent Reading</li> <li>• Guided Reading</li> <li>• Literature Study</li> </ul>
Writing Workshop 60 minutes	<ul style="list-style-type: none"> <li>• Independent Writing</li> <li>• Guided Writing</li> <li>• Investigations</li> </ul>

## **Broad Plan Component #2**

### **Build Culturally Relevant, High-Interest, Leveled Libraries In Every Classroom**

This component of the project will support meeting our goals related to evidence-based practices #1, #8 and #10. \$33,000 of grant funds will be allocated to build our libraries. Books considered for purchase will be evaluated by literacy coaches, homeroom teachers and parent volunteers to ensure they fully represent the students and families we serve. The Cultural Relevance Rubric (Freeman, Freeman 2007) will be used to evaluate potential purchases.

## **Broad Plan Component #3**

### **Data Will Be Effectively Used To Differentiate Instruction**

This will support meeting our goals related to evidence-based practices #2, #3, #4, #7 and #9. Data teams will be supported and coached by both administrators and literacy coaches. Paul Bambrick-Santoyo's *Driven By Data: A Practical Guide to Improve*

*Instruction* will be a summer book study to support the team in implementing with fidelity. Teams will meet weekly during common prep time and staff meetings and staff development time will be leveraged to support the work.

## **Broad Plan Component #4 Embed Culturally Relevant Pedagogy In Literacy Instruction**

This will support meeting our goals related to evidence-based practices #1, #3, #4, #8 and #10. Our teachers will engage in culturally relevant pedagogy training and the practices will be embedded in literacy coaching, classroom observation feedback and unit and lesson planning. “Culturally sustaining pedagogy seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling” Culturally Sustaining Pedagogy, A Needed Change in Stance, Terminology, and Practice (Paris) 2012.

## **Broad Plan Component #5 Educate, Encourage & Support Families In At Home Reading**

This will support evidenced based practice #10 and be supported by building an inclusive school library as well as individual classroom leveled libraries. Books in the multiple home languages our students speak be included in the libraries. For the 78% of our students and families that are English Learners this component will include supporting and encouraging reading and writing in their home language.

## **Broad Plan Component #6 Create A Culture of Reading at School**

This will support meeting our goals related to evidence-based practices #1, #5 and #8. We will build structures, schedules and strategies that will increase the amount of reading our students engage in daily outside of the literacy block. “Research shows as little as 6 additional minutes of high-quality reading practice may help struggling readers turn into successful ones.” “In the world’s largest study of the reading habits of K–12 students—encompassing nearly 9.9 million students in more than 30,000 schools across

the United States over the 2015–2016 school year—the authors also found differences in average words read (successful readers read more words) and quality of the reading practice as measured by the average comprehension level (successful readers had higher comprehension).”Renaissance Learning. (2016). What kids are reading: And how they grow. Wisconsin Rapids, WI: Author.

## **Results Based Broad Project Goals**

Specific goals aligned to each evidence-based practice are included in the work plan table The goals established in the work plan are input and implementation goals (ex all students will read independently 20 minutes a day, each K-1 classroom will explicitly teach phonics). However, broad results based goals for the overall project are:

#1 The % of students that score proficient on the MCA reading assessment increases by 10% from the baseline data (2018 results not yet available) in year 1 and an additional 10% in year 2.

#2 Student growth on Internal MAP Assessments averages great than 1.25 years across all grades K-6.

#3 Teacher survey data indicates that teachers supported by the project perceive that the work of reading coaches had a positive impact on their success in helping students increase reading proficiency. The goal is an average of 4 or higher on the 5 the point scale below.

Question “How much impact do you believe the work of the reading coach has helped you be successful in improving the reading proficiency of your students?”

1 Negative Effect 2 No Effect 3 Some Positive Effect 4 Significant Positive Effect 5 Exceptionally High Positive Effect

## Tesfa International School SRCL Project – Work Plan Document March 2018

Evidence-based Practice	Need Assessment Data	Goal(s)	Priority Level	Plan Elements	Milestones/ Deadlines	Assessment Plan	Resources Budget	Oversight
1. Make deliberate, research-informed, and culturally sustaining efforts to foster literacy motivation and engagement within and across lessons.	<p>A review of each classroom library revealed that minimal material was present that is culturally relevant according to <i>The Cultural Relevance Rubric</i> (Freeman, Freeman) 2007</p> <p>A review of teacher lesson plans, Unit of Inquiry Planners and Classroom Observation Feedback indicated that culturally relevant content was inconsistently utilized, considered and evaluated in the planning process.</p>	<p>A. 100% of lesson plans will include at least moderate evidence of culturally relevant instructional planning.</p> <p>B. 50% or more percent of lesson plans will include strong evidence of cultural relevance.</p> <p>C. 100% of Unit of Inquiry Planners will include at least moderate evidence of culturally relevant instructional planning</p> <p>D. 50% or more percent of Unit of Inquiry Planners will include strong evidence of cultural</p>	B Secondary Focus	<p>Train, support and monitor teachers to ensure classroom resources and instructional content examples and materials represent the students in the classroom and that students are able to see themselves as the main characters. Culturally relevant literature will be used to explore and introduce topics and introduce topics in other subject areas.</p> <p>EL students and families will be encouraged and supported in reading and writing in their native language.</p> <p>“When EL students are instructed in English, they need the additional</p>	<p>August- November 2018 Parents receive information about the value of reading and writing in native language and are encouraged and supported in making a plan to do so as part of at home reading time.</p> <p>Initial staff training in Culturally Relevant Pedagogy</p> <p>Purchase culturally relevant instructional materials to support curriculum (teachers and literacy coaches collaborate to evaluate materials based upon the Cultural Relevance Rubric.)</p>	<p>The Cultural Relevance Rubric (Freeman, Freeman) 2007 will be used to evaluate cultural relevance of books.</p> <p>Teacher Lesson Plans will be required to demonstrate use of culturally relevant instruction.</p> <p>Units of Inquiry Planners will be required to explain how culturally relevant content is embedded.</p> <p>The Director, Assistant Director and Reading Coaches will revise the classroom observation instrument to collect data indicating the % of time culturally relevant</p>	<p>\$4000 To purchase culturally relevant, high interest, leveled reading materials to support Units of Inquiry.</p> <p>\$500 to support teacher training in culturally relevant pedagogy</p>	<p>Literacy Coaches Jonas Beugen-Director Mohamed Selim-Assistant Director</p>

**Tesfa International School SRCL Project – Work Plan Document March 2018**

		<p>relevance.          E. 75% of classroom observations (30 minutes or more) will include at least moderate evidence of culturally relevant instruction.          F. 50% of classroom observations (30 minutes or more) will include at least moderate evidence of culturally relevant instruction.</p>		<p>support that comes through engagement with texts that connect to their cultural backgrounds”  <i>Going Home</i>          Stephen Krashen (2004)</p>	<p>September 2018          Literacy coaches and administrators begin collecting data observation and lesson plan data.          June 2018 &amp; 2019          Data supported Report on the progress in meeting goals prepared and shared at School Board Meeting</p>	<p>instruction is:          Clearly Evident, somewhat evident, not evident in reviewed lesson plans, Units of Inquiry and classroom observations.          Individual data will be shared with the teacher quarterly and school wide data will be reported quarterly.</p>		
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## Tesfa International School SRCL Project – Work Plan Document March 2018

Evidence-based Practice	Need Assessment Data	Goal(s)	Priority Level	Plan Elements	Milestones/ Deadlines	Assessment Plan	Resources Budget	Oversight
<p>2. Provide intentional, research-informed instruction using increasingly complex texts and tasks that build comprehension, knowledge, and strategic reading activity.</p>	<p>A teacher focus group and a qualitative survey document revealed that there was inconsistency in utilizing and implementing research informed instruction practices with fidelity.</p> <p>Furthermore, teachers indicated they had received only minimal training at Tesfa in implementing the literacy curriculum</p>	<p>A. The Balanced literacy model implemented with fidelity across all homerooms at Tesfa.</p> <p>B. Our Literacy block will be standardized to closely and consistently align with the evidence based “Balanced Literacy Model”. Frey, B.B. (2005). <i>Balanced literacy in an urban school district. The Journal of Educational Research, 98(5), 272-280.</i></p> <p>C. Skills developed in Literacy block intentionally reinforced during Units of Inquiry .</p>	<p>A Primary Focus</p>	<p>Daily Literacy Instruction will consist of:</p> <p>Grades K-2 Language &amp; Word Study (45 minutes)</p> <p>Reading Workshop (60 minutes)</p> <p>Writing Workshop (30 minutes)</p> <p>Grades 3-5 Language &amp; Word Study (30 minutes)</p> <p>Reading Workshop (60 minutes)</p> <p>Writing Workshop 45 minutes</p>	<p>August 2018 Staff Training in balanced literacy</p> <p>Classroom observation instrument revised to include targeted elements of balanced literacy.</p> <p>September 2018 Classroom observations begin collecting data regarding fidelity of implementation.</p> <p>On-Going Training, coaching, and monitoring, and data reporting on the fidelity of implementation.</p>	<p>A tool will be developed to evaluate the elements of balanced literacy evident in each classroom.</p> <p>Teacher observations and evaluations will include section on balanced literacy</p> <p>Based upon many observations by the Director, &amp; Assistant Director each teacher will be rated quarterly as to the extent the teacher has:</p> <ul style="list-style-type: none"> <li>-Fully implemented</li> <li>-Mostly implemented</li> <li>-Partially implemented</li> <li>-Not implemented</li> </ul> <p>the structures and strategies included in balanced literacy training and coaching.</p>	<p>\$3000 Staff Training in balanced literacy and interdisciplinary literacy instruction.</p>	<p>Literacy Coaches</p> <p>Jonas Beugen-Director</p> <p>Mohamed Selim-Assistant Director</p>

**Tesfa International School SRCL Project – Work Plan Document March 2018**

Evidence-based Practice	Need Assessment Data	Goal(s)	Priority Level	Plan Elements	Milestones/ Deadlines	Assessment Plan	Budget	Oversight
<p><b>3. Instruct using a variety of grouping strategies, including frequent use of flexible groups and instruction targeted to students' observed and assessed needs in specific aspects of literacy development.</b></p>	<p>Focus groups, teacher surveys and classroom observations indicate that this evidence-based practice currently is consistently and effectively implemented at Tesfa.</p>	<p>A. All new teachers receive initial training in flexible grouping strategies and differentiation.</p> <p>B. Administrators and literacy coaches attend data meetings and monitor to ensure flexible, data informed grouping is on-going.</p>	<p>C Monitor, Maintain, Revise</p>	<p>Create training materials to ensure new teachers are aware of this element of our literacy plan and are able to effectively implement.</p> <p>Fully implement (currently piloted) Reading Plus in grades 3-6 to support differentiation in literacy instruction</p> <p>Enhance our ability to differentiate at grades 4-5 by implementing literature circles</p>	<p><u>August 2018</u> New teacher training in flexible grouping and differentiation.</p> <p><u>On-Going</u> Administrator and literacy coach monitoring of data-team meetings.</p>	<p>As a priority C monitoring item, this practice will be informally assessed on an on-going basis.</p> <p>Flexible grouping and differentiation will be an included as part of our annual report on Curriculum and Instruction.</p>	<p>NA</p>	<p>Literacy Coaches Jonas Beugen-Director Mohamed Selim-Assistant Director</p>

## Tesfa International School SRCL Project – Work Plan Document March 2018

Evidence-based Practice	Need Assessment Data	Goal(s)	Priority Level	Plan Elements	Milestones/ Deadlines	Assessment Plan	Resources Budget	Oversight
<p>4. Utilize activities and explicit instruction to develop phonological awareness and word study, including knowledge of letter-sound relationships (K-1 and as needed thereafter) and word recognition. Utilize activities that build fluency and stamina with increasingly complex texts.</p>	<p>Survey data, focus group data and observational data reveal that our teachers currently provide consistent and explicit instruction in knowledge of letter-sound relationships. Strategies currently used include: (a) independent work based on practicing literacy skills, (b) letter recognition, beginning sounds, (c) sight words, (d) small group centers, (e) games that focus on a specific skill, (f) flash cards, (g) meeting with the teacher daily and receiving feedback, and (h) self evaluation and literacy apps on iPads.</p>	<p>This part of this evidence – based practice will be fully implemented as part of the goals and assessment identified in evidence-based practice #2. The Balanced literacy model implemented with fidelity across all classrooms at Tesfa. Our Literacy block will be standardized to closely and consistently align with the evidence based “Balanced Literacy Model”. Frey, B.B. (2005). Balanced literacy in an urban school district. The Journal of</p>	<p>A Primary Focus</p>	<p>As part of the Balanced Literacy model students will engage in Language &amp; Word Study 45 minutes per day at grades K- 2 and 30 minutes or more as need at grades 3-5. This instruction includes. •Phonics/Word Study/Spelling • Interactive Writing • Modeled/Shared Reading • Modeled/Shared Writing • Handwriting • Storytelling Interactive Read Aloud  Reading Plus is a research based program that has produced strong results in increasing stamina and fluency and will be fully implemented in grades 3-6 (in pilot</p>	<p>August 2018 Staff Training in balanced literacy  Classroom observation instrument revised to include targeted elements of balanced literacy.  September 2018 Classroom observations begin collecting data regarding fidelity of implementation.  On-Going Training, coaching, monitoring, and data reporting on the fidelity of implementation of balanced literacy elements.</p>	<p>This part of this evidence –based practice will be fully implemented as part of the goals and assessment identified in evidence-based practice #2. A tool will be developed to evaluate the elements of balanced literacy evident in each classroom. Teacher observations and evaluations will include section on balanced literacy Based upon many observations by the Director, &amp; Assistant Director each teacher will be rated quarterly as to the extent the teacher has: -Fully implemented -Mostly</p>	<p>\$20,000 over to years to support iPads to implement Reading Plus and to be used to support phonics, spelling and other aspects of word study during guided reading.  \$3000 Reading Plus Subscription  Note: Budget to enhance high interest, culturally relevant leveled library is included in other sections.</p>	<p>Literacy Coaches  Jonas Beugen-Director  Mohamed Selim-Assistant Director</p>



**Tesfa International School SRCL Project – Work Plan Document March 2018**

	<p>Reading Plus is in the pilot stage as tool for developing stamina and fluency.</p>	<p>Educational Research, 98(5), 272-280.</p> <p>A. Skills developed in Literacy block intentionally reinforced during Units of Inquiry.</p> <p>B. Reading Plus will be fully implanted in grades 3-6.</p>		<p>now).</p>		<p>implemented -Partially implemented -Not implemented the structures and strategies included in balanced literacy training and coaching.</p>		
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**Tesfa International School SRCL Project – Work Plan Document March 2018**

Evidence-based Practice	Need Assessment Data	Goal(s)	Priority Level	Plan Elements	Milestones/ Deadlines	Assessment Plan	Resources Budget	Oversight
<p><b>5. Provide opportunities for students to learn and practice how to discuss the ideas in texts and construct text meaning across disciplines.</b></p>	<p>This practice is currently effectively / consistently utilized. A few of many sample teacher comments about this are: K-2 “Students are taught how to make connections, including: (a) text to text (b) text to self (c) text to the world They are provided opportunities to share/discuss these connections in class.” 3<sup>rd</sup> Grade Teacher “Teachers use guiding questions to assist students during their turn and talks. Graphic organizers will be used after reading a book to organize and interact with the information</p>	<p>A. All new teachers receive initial training in providing opportunities for students to learn and practice how to discuss the ideas in texts and construct text meaning across texts and disciplines.</p>	<p>C Monitor, Maintain, Revise</p>	<p>Train new teachers to implement this practice. Teachers are aware of this element of our literacy plan and are able to effectively implement. Administrators and literacy coaches monitor and provide feedback as part of observation process in order to ensure students continue to learn and practice how to discuss the ideas in texts and construct text meaning across texts and disciplines.</p>	<p><u>August 2008</u> Create training materials to ensure new teachers are aware of this element of our literacy plan and are able to effectively implement. Revise observation instrument, lesson plan organizer and Unit of Inquiry planner to ensure monitoring and feedback of this practice.</p>	<p>Informal assessment and monitoring as this is a priority C item.</p>	<p>\$300 for training materials for new teachers.</p>	<p>Literacy Coaches Jonas Beugen-Director Mohamed Selim-Assistant Director</p>

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	<p>obtained. Students are encouraged and guided in making connections when examining text. “</p> <p>4-5 Teacher “Students use close reading strategies in order to ‘dig deeper’ into a text, and analyze different elements by individual connections ..... For example, at the beginning of a Unit of Inquiry, we look at the classroom library to find books that may relate to the central idea, to add to a ‘Unit of Inquiry Resources’ bin. “.</p>							
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Evidence-based Practice	Need Assessment Data	Goal(s)	Priority Level	Plan Elements	Milestones/ Deadlines	Assessment Plan	Resources Budget	Oversight
<p><b>6. Provide research-informed and standards-aligned writing instruction.</b></p>	<p>Survey data, focus group data and observational data reveal that this practice is currently not being utilized at Tesfa. effectively / consistently</p>	<p>A. All new teachers receive initial training in research-informed and standards aligned writing instruction.</p> <p>B. Writing instruction is evident in daily planning, observations and Unit of Inquiry</p> <p>Planners : --- daily -standards aligned - interdisciplinary writing based on principles of balanced literacy</p>	<p>C Monitor, Maintain, Revise</p>	<p>A. As part of balanced literacy implementation students will engage in a daily writers workshop. Through Independent writing, guided writing and Interactive Writing (small group) students will develop writing strategies and skills. By writing for sustained periods, they explore different genres and formats for a range of purposes and for a variety of audiences.</p> <p>Grades 3-6</p> <p>Students will maintain a writing journals designed to develop writing skills as part of Units of Inquiry</p> <p>Students will utilize age</p>	<p><u>AUGUST 2018</u> New staff training in balanced literacy including writers workshop.</p> <p>Classroom observation instrument revised to include targeted elements of writing instruction based upon principles of balanced literacy.</p> <p><u>On-Going</u> Staff development, coaching, monitoring.</p>	<p>Informal Assessment as it is Plan C monitoring item.</p>	<p>\$1000 –journals for each student</p>	<p>Literacy Coaches Jonas Beugen-Director Mohamed Selim-Assistant Director</p>



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Evidence-based Practice	Need Assessment Data	Goal(s)	Priority Level	Plan Elements	Milestones/ Deadlines	Assessment Plan	Resources Budget	Oversight
<p><b>7. Make intentional and ambitious efforts to build vocabulary, academic language, and content knowledge.</b></p>	<p>Tesfa teachers received training and focused on this evidence based practice during the 2017-2018 school year</p> <p>Tesfa teachers received initial training and support in incorporating Guided Language Acquisition Design (GLAD) strategies into instruction, particularly within Units of Inquiry. GLAD strategies support:</p> <ul style="list-style-type: none"> <li>*Building vocabulary</li> <li>*Academic language Acquisition</li> <li>*Content knowledge</li> </ul> <p>GLAD strategies include 14 reading and writing strategies to promote academic language</p>	<p>A. 100% of lesson plans will include at least moderate evidence of incorporating GLAD strategies</p> <p>B. 50% or more percent of lesson plans will include strong evidence of incorporating GLAD strategies.</p> <p>C. 100% of Unit of Inquiry Planners will include at least moderate evidence of incorporating GLAD strategies</p> <p>D. 50% or more percent of Unit of Inquiry Planners will include strong evidence of incorporating GLAD</p>	<p>B Secondary Focus</p>	<p>Continue staff development in GLAD.</p> <p>Administrators and literacy coaches monitor and provide feedback as part of observation process in order to ensure GLAD strategies are consistently utilized in all classrooms.</p> <p>Specific GLAD strategies that support this evidenced-based practice include:</p> <ul style="list-style-type: none"> <li>*Print Rich, Language Environment</li> <li>* Using a Variety of Texts and Media</li> <li>*Cooperative and Individual Tasks</li> <li>*Whole to Part</li> <li>*Scaffolds: Whole Class, Small Group Practice, to Individual Use</li> </ul> <p>*ELD Group Frame</p>	<p><u>August 2018</u> Build emphasis on this practice into balanced literacy training..</p> <p><u>October 2018</u> GLAD training and coaching.</p> <p>Training on explicitly embedding Academic Language and key vocabulary in Units of Inquiry.</p> <p>Academic Language and vocabulary embedded in lesson plans and unit planners.</p>	<p>Analyze vocabulary strand results NWEA data and measure and report growth within this strand.</p> <p>OnOgoing GLAD coaching and support.</p>	<p>GLAD TRAINING \$5000 (Title 3 and site Supported)</p>	<p>Literacy Coaches</p> <p>Jonas Beugen-Director</p> <p>Mohamed Selim-Assistant Director</p>

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	<p>acquisition through the deliberately scaffolding complex language skills, which can be crucial not only for ELs, but for all students (Davis &amp; Miyake, 2004; Kuhn et al, 2006; Walqui &amp; Van Lier, 2010).</p>	<p>strategies.            E. 75% of classroom observations (30 minutes or more) will include at least moderate evidence of incorporating GLAD strategies             F. 50% of classroom observations (30 minutes or more) will include at strong evidence incorporating GLAD strategies</p>		<p>*Expert Groups            *Team Tasks            *Model and teach text patterns</p>				
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Evidence-based Practice	Need Assessment Data	Goal(s)	Priority Level	Plan Elements	Milestones/ Deadlines	Assessment Plan	Resources Budget	Oversight
8. Provide abundant and diverse reading material, including texts that are multimodal and of a variety of languages, and opportunities to read in the classroom.	Our comprehensive needs assessment revealed that there is inconsistency between our classrooms in the number of books available, the extent to which the books are leveled and the extent to which a variety of cultures are represented. 100% of Tesfa students have had significant interaction in least one of the three primary languages spoken by families at our school, (a) Somali, (b) Oromo and (c) Arabic. These three languages and cultures are currently underrepresented in the reading materials available to our students.	Provide students (age-appropriate) extended-time on a daily basis to read high interest, culturally relevant books of their choice during the school day. Build age-appropriate and equitable classroom libraries that contain a wide array of high interest, culturally relevant and leveled books. Build a school-wide library that contain a wide array of high interest, culturally relevant and leveled books.	A Primary Focus	We will build a culturally relevant and leveled library within each classroom and within the school. We will be intentional in building leveled libraries within each classroom which, (a) contain characters and content which represent an extensive variety of world cultures, (b) are of high interest to students, (c) are leveled and represent a full-range of reading levels. We will create a culture of reading at school by creating a daily schedule that prioritizes independent free reading time.	August 2018 Build structure and schedule to support increased independent choice reading time throughout the day. September 2018, year 1 purchases are received. October 2018, classroom libraries are leveled with all new books. November 2018, School-wide library is leveled and updated with new books. January 2019, report to Tesfa school board on status of libraries and independent reading implementation.	All potential books will be evaluated using the Cultural Relevance Rubric  Libraries will be examined during year 1 and student use of books tracked to inform year 2 library purchases.	\$10,000 Books to build a leveled library that contains high interest and culturally books.	Literacy Coaches  Jonas Beugen-Director  Mohamed Selim-Assistant Director



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Evidence-based Practice	Need Assessment Data	Goal(s)	Priority Level	Plan Elements	Milestones/ Deadlines	Assessment Plan	Resources Budget	Oversight
<p>9. Utilize ongoing observation, and assessment, and self-evaluation of students' language and literacy development to provide feedback and inform instruction.</p>	<p>Survey data, focus group data and observational data reveal that Tesfa teachers use data inconsistently and to varying degrees of effectiveness in informing instruction.</p>	<p>Establish effective grade level data-teams that meet weekly</p> <p>Data teams effectively implement data cycles (research)</p> <p>Data from each data cycle is stored in a shared file with the project director and literacy coaches</p>	<p>A Primary Focus</p>	<p>K-1</p> <p>*Each week students will be given a 3 minutes assessment on the week's goal.</p> <p>*Students meet with the teacher to set a new goal for the following week.</p> <p>* As part of guided reading students will be given daily assessments both summative and formative addressing specific standards.</p> <p>*Assessments will include oral assessments, written assessments, sorting, and games.</p> <p>*Each teacher will be expected to maintain a spreadsheet with all summative assessment data</p>	<p>Teacher Training in data cycles</p>		<p>Data Cycle Books</p>	<p>Literacy Coaches</p> <p>Jonas Beugen-Director</p> <p>Mohamed Selim-Assistant Director</p>



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Evidence-based Practice	Need Assessment Data	Goal(s)	Priority Level	Plan Elements	Milestones/Deadlines	Assessment Plan	Resources Budget	Oversight
<p><b>10. Collaborate with families in promoting literacy, including supporting home language development for English learners and coaching for strategies.</b></p>	<p>Survey data, focus group data and observational data reveal that:</p> <ul style="list-style-type: none"> <li>-students often do not return reading logs</li> <li>-most parents are unaware of the research supporting reading and writing in native language to support English Literacy.</li> <li>-Cultural traditions held by many of our families make many parents unaware of the important role they can play in their child's literacy development. (cite Somalia book)</li> </ul>	<p>All students read at home on a daily basis as identified by parent signatures.</p> <p>All students regularly bring home culturally relevant books including books in their home languages.</p> <p>Parents are provided education and support in coaching their children to become stronger readers.</p>	<p>B Secondary Focus</p>	<p>K-1</p> <p>Families will be regularly provided information regarding the importance of reading at home and visiting the library and allowing students to explore books they are interested in, regardless of reading level.</p> <p>Families will be encouraged to speak and read to their children in their first language.</p> <p>Resources will be shared with families regarding getting library cards, apps for audio books, appropriate reading levels, etc.</p> <p>Family Nights will school focus on literacy activities</p>	<p>August 2018 Parents receive initial information as part of back to school night.</p> <p>September 2018 and ongoing – Parents receive continuous literacy information in weekly newsletters.</p> <p>November 2018 Every family has been visited at home with home literacy education a part of the discussion.</p>	<p>Parent survey on the number of minutes students are reading at home on average per week. To take place each fall and spring.</p> <p>Teacher survey on data collected from home reading logs.</p> <p>Library inventory analysis conducted fall and spring each year.</p>	<p>\$33,000 for leveled, high-interest and culturally relevant books for classroom libraries and school libraries.</p>	<p>Literacy Coaches Jonas Beugen-Director Mohamed Selim-Assistant Director</p>

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					<p>and have previously been well attended.</p> <p>Weekly newsletters will reinforce the importance of reading at home.</p> <p>High interest/leveled reading material will be sent home nightly</p> <p>The Director, Community Outreach Specialist and teachers will visit student homes with one purpose being to emphasize reading at home.</p> <p>Weekly newsletters will include ideas parents can use at home to practice sight words!</p> <p>Coordinated efforts to build an extensive library will be ramped-up to support sending home high interest leveled books daily</p>				
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				<p>2-5</p> <p>Students will be expected to read 20 minutes every night as homework - verified with a parent signature, meaning parent involvement will be critical to the completion of the assignment.</p> <p>Students may read to their parent or family member, read by themselves, or have someone read to them.</p> <p>English Learners will be encouraged to do up to 50% of their expected reading time in their native language. This will promote family involvement as well</p> <p>A weekly newsletter will be sent home to parents informing them of the</p>				
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					<p>objectives for literacy each week.</p> <p>Students will interview their parents for different themes (involves participation while practicing reading, writing, and speaking).</p> <p>Students will be expected to check out books, and reflect on the books they are reading through a reading journal.</p> <p>Reading journals will be self-evaluated and teacher evaluated based upon an age-appropriate writing rubric, journals will be signed by parents.</p> <p>Donated books will be collected as behavior for literacy goal incentives, allowing students to keep books</p>				
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APPENDIX A

Cultural Relevance Rubric

<i>1) Are the characters in the story like you and your family?</i>				
Just like us			Not at all	
4	3	2	1	
<i>2) Have you ever had an experience like one described in this story?</i>				
Yes			No	
4	3	2	1	
<i>3) Have you lived in or visited places like those in the story?</i>				
Yes			No	
4	3	2	1	

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<b>4) Could this story take place this year?</b>			
Yes	No		
4	3	2	1
<b>5) How close do you think the main characters are to you in age?</b>			
Very close	Not close at all		
4	3	2	1
<b>6) Are there main characters in the story who are: boys (for boys) or girls (for girls)?</b>			
Yes	No		
4	3	2	1
<b>7) Do the characters talk like you and your family do?</b>			
Yes	No		



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4	3	2	1
8) How often do you read stories like these?			
Often			Never
4	3	2	1

Freeman, D. and Freeman, Y. *English Language Learners: The Essential Guide*. "Culturally Relevant Books," pgs. 106-115. New York: Scholastic, In. 2007

“Research shows that students read better and read more when they read culturally relevant books” (Y. Freeman et al., 2003; Goodman, 1982; R. Jiménez, 1997b).

**TESFA INTERNATIONAL SCHOOL  
READING WELL BY THIRD GRADE (593)**

**I. STATEMENT OF GOALS AND OBJECTIVES**

Pursuant to MN Statute 122A.06, Tesfa International School is committed to providing comprehensively, scientifically based reading instruction so that all students may succeed at reading.

Based on the findings of the National Reading Panel (2000), Tesfa International School will provide a reading program that includes phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction for its students.

Tesfa International School is also committed to ongoing assessment and evaluation of our students' reading skills. Tesfa International School will notify parents in a timely manner regarding their child's progress in reading.

Tesfa International School students will be deemed proficient in reading when they test at or above the grade level median for their grade on the appropriate NWEA Measure of Academic Progress reading test. (Grade level norms will be updated as NWEA norms are updated.) *For the 2017-2018 school year only the Fastbridge Assessment will replace the NWEA MAP test.*

**II. STATEMENT OF PROCESS TO ACCESS STUDENTS**

Tesfa International School will provide screening, diagnostic, and progress monitoring in order to assess the student achievement in reading.

**A. Literacy Areas Assessed:**

**Grades K-1 Map for Primary Grades**

Phonemic Awareness

Phonics

Concepts of Print

Vocabulary and Word Structure

Comprehension

Writing

**Grade 2-6 Map Reading Test**

Word Recognition and Vocabulary

Comprehension: Informational Text

Comprehension: Narrative Text

Literature

**Grade 2-6 MAP Language Test**

Writing Types: Research

Elements of Composition

Grammar and Usage  
Spelling/Punctuation/Capitalization

**B. Assessment Instruments Used:**

Tesfa International School will use NWEA MAP for Primary Years and MAP tests as its main reading assessments.

Classroom teachers will use the assessments provided in the school's scientifically-based guided reading curriculum, *Benchmark Literacy*.

**C. Frequency of Assessments:**

The NWEA MAP for Primary Grades (Grades K and 1) and MAP (Grades 2-6) will be administered three times per year (fall, winter and spring.)

*Benchmark Literacy* assessments will be administered on an on-going basis throughout the school year during each unit of study.

**D. Administration of Assessments:**

Homeroom teachers will assess each student's reading progress using the tools mentioned above.

**E. Use of Data:**

The use of data collected about student reading achievement will be used for the following purposes:

- by the administration to assess the overall efficacy of the school's reading program;
- by the administration and teachers to identify students who may need special interventions or services in order to be successful readers; and
- by classroom teachers in order to appropriately group students for guided reading and to provide individualized reading help as needed.

**F. Determination of Proficiency:**

Students will be deemed proficient in reading when they test at or above the grade level median for their grade on the appropriate Measure of Academic Progress (MAP) reading test.

**G. Benchmark Assessments:**

The following SMART goals will be used to benchmark our reading program.

- Students who meet their growth target on the MAP test will increase by 5% each academic year.

- Students who are deemed proficient (as defined above in this policy) will increase by 5% each year.

### III. PARENT NOTIFICATION AND INVOLVEMENT

#### A. Parent Communication:

Results of the MAP testing will be mailed home to parents three times each year. In addition, each trimester report card will indicate whether a student is on, at, or above grade level in reading. Teachers will discuss with parents the results of MAP testing at fall and spring conferences.

Parents of students who are identified for reading intervention programs will be notified by mail regarding the student's status. Parents may also discuss student progress at conferences with their child's intervention teacher.

#### B. Resources for Parents:

Homeroom teachers in Grades K-3 will regularly provide information regarding strategies for parents to use at home to help their students become better reading and to foster a love of reading.

The school's website will identify reading sources that parents can use at home with their students.

### IV. INTERVENTIONS AND INSTRUCTIONAL SUPPORTS

Tesfa International School has chosen *Benchmark Literacy*, a reading curriculum that aligns to Minnesota's state reading standards.

Tesfa International School will provide a multi-tiered system of support that includes interventions within the classroom, interventions for EL students, interventions for students who are behind grade level, and interventions for student who are identified with special education needs.

#### A. Intervention and Supports:

The following interventions may be available for students who are not reading at or above grade level:

- Appropriate placement in a guided reading group during reading time;
- Individualized reading assignments as determined by the homeroom reading teacher;
- Small group ESL push-in instruction;
- Small group ESL pull-out instruction;
- Small group pull-out reading instruction;
- Special education services.

**B. Intervention Providers, Frequency and Purpose:**

- Licensed teachers will provide all interventions.
- The duration and frequency of the intervention will depend on the needs of the individual students. Services may be provided within the classroom or outside of the classroom depending upon what best meets the needs of the student.
- Before or after school services may be provided depending upon individual student needs. If at all possible, interventions will be provided during the normal school day.

**C. Use of Data to Match Student Need to Intervention Program:**

A combination of MAP assessment data, *Benchmark Literacy* assessments, local assessments, MCA data (if available), as well as teacher observations will be used to determine whether or not a student needs intervention services.

**V. SCIENTIFICALLY BASED PROFESSIONAL DEVELOPMENT**

**A. Alignment and Collaboration:**

Tesfa International School will provide professional development that will allow our teachers to provide scientifically-based reading instruction. Tesfa International School is committed to providing best-practice reading instruction for its students and best-practice professional development for its teachers.

All teachers at Tesfa International School will be required to participate in annual reading professional development as well as Sheltered Instruction Observation Protocol (SIOP) professional development on an on-going basis.

The curriculum coordinator will provide ongoing literacy coaching for all teachers at Tesfa International School.

**B. Use of Performance Data to Inform Professional Development Plan:**

On an annual basis, the administration will review all reading data to identify areas of improvement for reading instruction. Data will include student performance data as well as data regarding the efficacy of individual teachers of reading. Staff development activities will be determined based on demonstrated need from this data as well as the expressed needs of the teachers.

## **VI. CURRICULUM AND INSTRUCTION SYSTEM**

### **A. Curriculum Resources:**

Curriculum resources and information regarding Tesfa International School's reading program can be found on the Tesfa International School website.

## **VII. STUDENT SUPPORT SYSTEM FOR EL LEARNERS**

### **A. Training and Support for EL Students:**

Given the high percentage of EL students at Tesfa International School, coaching and resources for teachers to be successful with EL students is a high priority. Ongoing SIOP training will be provided for all teachers throughout each school year.

### **B. Language Objectives:**

All teachers will identify language as well as content objectives for their lessons. Teachers will be given feedback on the quality of their language objectives.

## **VIII. COMMUNICATION SYSTEM FOR ANNUAL REPORTING**

~~Tesfa International School will publish a link to this reading plan on the school's webpage. The school's curriculum coordinator will be designated as the official contact for our reading program. Ongoing information about the reading plan will be updated as necessary.~~

Tesfa International School will submit an annual report to the Commissioner of Education regarding the reading progress of its students as required by Minnesota Statute 120B.12.

The school will report annually through the school's newsletter or website the following information:

- Objectives of the reading assessment program
- Names of tests given at each grade level
- Progress of students in reading

Tesfa International School will seek feedback through surveys (or other means) from stakeholders (staff and parents) in the school regarding the following:

- Accessibility of information regarding this program;
- Usefulness of documents;
- Support for parent implementing reading strategies;
- Effectiveness of support provided to implement the program.

## **VII. SCHOOL BOARD REVIEW**

The Tesfa International School board will review this policy at least every three years or more frequently as needed to ensure the success of the policy.

*Adopted:*