

Annual Report on Curriculum, Instruction, and School Achievement

Ubah Medical Academy

District 4121

2015-2016

Submitted to the Minnesota Department of Education

Fall 2016

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# 1.0 Report Introduction

## 1.1 Purpose

Ubah Medical Academy High School successfully completed its thirteenth year of operation during the 2015-2016 school year. The school is approved to serve students from grades 9-12 and serves students grades 9-12. The content of this annual report fulfills the required data elements and information requested by the Minnesota Department of Education. Questions about any of the information presented in this document can be addressed to the school’s administration:

Ubah Medical Academy

1600 Main Street

Hopkins, MN 55343

Phone: 952.540.2942

Phone: 952-540-2943

Fax: 952.540.2950

[www.ubahmedicalacademy.org](http://www.ubahmedicalacademy.org)

## 1.2 Mission Statement

The mission of Ubah Medical Academy is to provide students with a rigorous education that will prepare them for college and the pursuit of medical or other meaningful careers in our community. As a public charter high school, Ubah Medical Academy is open to all students, but our program is inclusively designed to meet the unique needs of international students and their families.

## 1.3 About the School-School Mission 2.0

Ubah Medical Academy High School is located on Main Street in Hopkins and draws on average 360 students from many surrounding communities, most notably Minneapolis. Ubah’s sister school is Minnesota International Middle School (MIMS) in Minneapolis. Ubah opened its doors in Hopkins in the former Katherine Curren Elementary School. This provided more space, a true high school experience for the students, and a chance for many families to experience the suburbs.

The 2015-2016 school year marks the 13th year for Ubah Medical Academy High School.

Ubah Medical Academy has been able to sustain enrollment by providing students with a rigorous education in a safe environment. Our graduation rate of 98% last year and our 2016 graduates receiving over 5 million dollars in scholarships is testimony to our stability and appeal.

Ubah Medical Academy’s focus on the medical sciences is culturally based in a deep respect for the medical professions. The following is a list of programs that support our theme:

* Every student is enrolled in a minimum of 3 year-long health/science classes.
* Students have the opportunity to volunteer at numerous community hospitals and health clinics.
* Partnerships with Hennepin County Medical Center, Fairview Hospitals and Methodist Hospitals.

Ubah Medical Academy High School provides a rigorous education focused on college readiness in a culturally safe learning environment. We have partnered with the East African community to create a school based on their needs with the focus on responsibility, rigor and high expectations. It is this combination that has not only sustained our school but has created the framework for future success. The school’s website is [www.ubahmedicalacademy.org](http://www.ubahmedicalacademy.org)

# 2.0 School Governance

## 2.1 Information

Ubah Medical Academy School Board

*This table contains information for all board members*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **UMA School Board Directory 2015-2016** | | | | |
| **Name** | **Board Position** | **Term Expires** | **Content Area** | **Email Address** |
| Abdirashid Warsame | Chair/Comm. Member | 2018 | Community Member | [abdirashidw@iecmail.net](mailto:abdirashidw@iecmail.net) |
| Abdullah Mohamed | Community Member | 2018 | Community Member | [abdullahm@iecmail.net](mailto:abdullahm@iecmail.net) |
| Ali Muse | Community Member | 2017 | Parent | [alim@iecmail.net](mailto:alim@iecmail.net) |
| Nathan Starks | School Member | 2017 | Teacher | [nathan.starks@umahs.org](mailto:nathan.starks@umahs.org) |
| Barre Mohamed | Community Member | 2018 | Community/Not related | [barrem@iecmail.net](mailto:barrem@iecmail.net) |
| Hibaq Mohamed | School Member | 2018 | Teacher | [hibaq.mohamed@umahs.org](mailto:hibaq.mohamed@umahs.org) |
| David Kimori | School Member | 2017 | Teacher | [david.kimori@umahs.org](mailto:david.kimori@umahs.org) |

|  |  |
| --- | --- |
| UMA School Board Meeting Attendance Rate for 2015-16 | |
| Name of Board Member | Attendance Rate |
| Abdirashid Warsame | 70% |
| Ms. Hibaq Mohamed | 60% |
| David Kimori | 70% |
| Abdullah Mohamed | 70% |
| Nathan Starks | 80% |
| Barre Mohamed | 80% |
| Ali Muse | 80% |

## 2.2 Narrative

The school board is the policy-making and governing body of Ubah Medical Academy. The board is responsible for school programs and operations by law. The board delegates the daily operations to the director. The school board monthly meeting schedule is posted on the website, as are copies of the board meeting summary minutes. Elections for the school board are held at the annual meeting for available positions, and terms of services are three and four years respectively. All board members were trained for school governance and school finance.

**2.3 Board Training**

The board was trained in 2016 by the Minnesota School Board Association and attended by Abdirashid Warsame on March 5th in the areas of Board Governance, Financial Matters, and Employment Matters. Board Members David Kimori, Hibaq Mohamed, and Nathan Starks attended the January 13th Minnesota School Board Association workshop.

The board was trained in 2015 by the Minnesota School Board Association and attended by Nathan Starks and David Kimori. During the fiscal year all board members received training on board governance and employment law. The documents that the board retained in attesting to participation include a sign in form from the training and certificates of completion, which are on file with the board.

The board was trained on May 31, 2014 by Chuck Long of Kennedy & Graven Chartered Law Office. The board was trained in Board Governance and Employment Law. The following board members attended the training: Ali Muse, David Kimori, Abdirashid Warsame, Nathan Starks, and Abdullah Mohamed.

The board was trained on February 2nd, 2013 by Chuck Long of Kennedy & Graven Chartered Law Office. The board was trained in Open Meeting Law and Operation of the Board. The following board members attended the training: Paul Fenno, David Kimori, Abdullah Mohamed, Nathan Starks, and Abdirashid Warsame.

In the 2011-2012 school year, Nathan Starks, Ali Muse, Paul Fenno, David Kimori, Abdullah Mohamed, Abdirashid Warsame, and Abdihakin Isse all participated in the following board trainings:

December 3, 2011

1. Overview of the Law of Charter Schools
2. Open Meeting Laws and Operation of the Board
3. Data Practices
4. Employee Hiring, Evaluation, Discipline and Termination
5. Conditions of Employment
6. Employee and Employer Rights and Obligations under the AA/FMLA
7. Illegal Discrimination in the Workplace

December 9th, 2011

1. School Financial Matters-(Nonprofits Assistance Fund)

**School Board Organization**

The board consists of 3 school members and 4 community members that are elected to 3 year terms. All members were up for election in 2014 as all of their terms ended. In order to prevent a completely different board from happening in the future, the board moved to have elected members to serve either 3-year or 4-year terms that were selected randomly. Background checks have been completed on all of the board members as the school members were checked in regards to their employment with Ubah, and the community members have been checked as well as they are education professionals at other public institutions.

**Minnesota Open Meeting Law**

The board complies with open meeting law by allowing a time period at the beginning of the meeting to let people from the community address the board if they wish to do so. Low or no attendance by the public at board meetings has not given the board the opportunities for allowing the public to voice their praise and/or concerns.

**Board Processes**

The agenda of the board meeting is posted online on the school’s website, [www.ubahmedicalacademy.org](http://www.ubahmedicalacademy.org). The school board meets once a month starting in September until the end of the school year. The annual meeting is held in the first week in June at the end of the school year. The board follows Robert’s Rules of meetings as a format. The Board Clerk posts the board meeting minutes within one week after the meeting has been held and it is posted on the school website. The minutes are then read and analyzed by the board members prior to the next board meeting. At the next board meeting, the board suggests changes to the minutes if necessary and votes on whether or not to approve the board minutes.

Table of School Board Policies



Table of School Board Policies-continued



# 3.0 School Management and Administration

## 3.1 Informational Chart

|  |  |  |
| --- | --- | --- |
| **Name** | **Assignment** | **Years Employed by UMA** |
| Musa Farah | Director | 9 |
| Eric Brandt | Assistant Director | 13 |
| Ismail Ahmed | Assistant Director | 1 |

## 

## 3.2 Leadership Philosophy

Leadership is the ability to build a collective vision and set a clear path of direction for the group to move toward that vision. It is to create a student focused environment with clear and visible values that exude high expectations.

The tasks of the leaders become:

1. Providing resources to assist teachers in the ownership of student learning.
2. Eliminating distractions to the vision of all students being college-ready by clearing the path of any barriers to student success.
3. Engage the community as partners in the education of all Ubah students.
4. Secure the funding to allow teachers and community to focus on the education of the child.

## 3.3 Description of Roles and Responsibilities

The director provides educational leadership; maintains positive behavior management policies; communicates to board, staff, families, students, and the community; manages the building operations; oversees financing, budgeting, and grant writing; oversees human resources; oversees operations; and reports to the state.

**Supervision***:*

The director reports to the School Board of Directors.

***Evaluation*:**

1. The director’s job performance will be monitored systematically against the job expectations. Reasonable progress must be made toward accomplishment of the board’s policies, annual objectives, and goals, and the school’s organizational operation.

a. The Board of Directors will monitor the director’s job performance by one or more of two methods.

i. By board evaluation, in which the Board of Directors evaluates each of the director’s objectives and annual goals.

ii. By self-evaluation in which the director evaluates himself/herself according to each of the objectives and annual goals.

b. The board will present an annual written evaluation to the director during a closed board meeting prior to renewing his/her annual contract

## 3.4 Narrative of Educational Background of School Directors

**Musa Farah, Director:** has been with Ubah Medical Academy since the fall of 2007 as a Co-Director.  He has been the sole Director starting in 2010. Musa has a B.S. in Mathematics from the University of Somalia and a M.S. in Applied Mathematics from Howard University in Washington D.C.  His previous education experience includes teaching and administration in the Department of Education in Somalia, working in the agricultural department of Travelers Insurance, teaching mathematics courses in the United Arab Emirates University in Al Ain, teaching mathematics courses and coaching at Mill Brook High School in Upstate New York.

## Eric E. Brandt, Assistant Director: came to Ubah Medical Academy in August 2004 and is our only member from our original staff. Eric had taught Social Studies classes at Ubah for 9 years before becoming Assistant Director in 2013. Eric has worked in many different roles at UMA in addition to teaching: School Wellness Committee, Child Study Team, After School Sports Program Director, Fabulous Friday Coordinator, and the Social Studies Department Chair. Eric has a B.A. in Geography from Gustavus Adolphus College, and a B.S. in Secondary Education and Social Studies from Saint Cloud State University. Eric also holds a Master of Arts in Curriculum and Instruction with a reading endorsement from Concordia University St. Paul.

## Ismail Ahmed, Assistant Director: came to Ubah Medical Academy in the summer of 2015. Ismail’s work experience includes: High School Social Studies teacher (5 years), Assessment & Curriculum Coordinator k-12 (3 years), Data & Development Director Middle School (2 years), Director of K-8, (5 years), High School Assistant Prinicipal (1 year), and Board of Director- several non-profit organizations. He has a Masters of Science in Leadership Studies from the University of Southern Maine, MN Principal Licensure-Educational Leadership from Concordia St. Paul University, and currently pursuing an Education Doctorate-Educational Leadership from Concordia St. Paul University.

## 3.5 Administrative Professional Development Plans

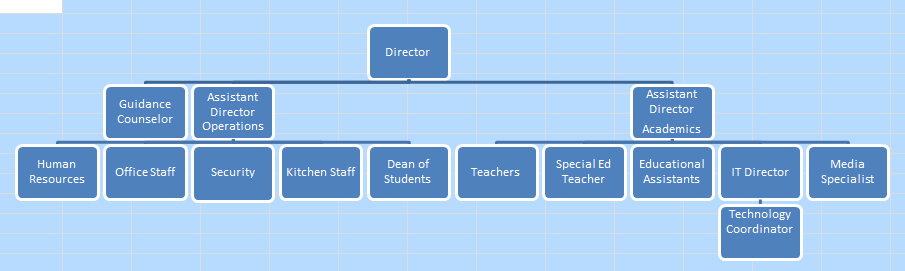
Administrators will be working on their professional development plans in order to comply with legislation (Minn. Stat. 124D.10 subd.11 (2009)). All information will be kept on file for review by the school director and school board chair.

# 4.0 Teaching Faculty and Staff Information

## 4.1 Informational Chart

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **UMA Staff Directory 2015-2016** | | | | | | |
| **Last Name** | **First Name** | **Position** | **Room** | **Phone** | **File Folder Number** | **Email @umahs.org** |
| Abdi | Yusuf | EA |  |  | 465225 | abdi.yusuf@ |
| Ali | Afra | EA |  |  | NA | Afra.ali@ |
| Ali | Mahad | Kitchen | Kitchen |  | NA | mahad.ali@ |
| Aware | Madina | Nurse | 202 | 202 | NA | madina.aware@ |
| Badal | Milgo | SEA |  |  | NA | milgo.badal@ |
| Ferm | Debra | SpEd | 220-221 | 220,221 | 432348 | debra.ferm@ |
| Brandt | Eric | Assistant Director | 108 | 108 | 373213 | eric.brandt@. |
| Bristor | Melanie | Science | 100 | 100 | 430913 | melanie.bristor@ |
| Carroll | Staci | English | 217 | 217 | 461185 | staci.carroll@ |
| Coleman | Joel | Social Studies | 113 | 113 | 454273 | joel.coleman@ |
| Daniel | Davis | Technology  Director | 112 | 112 | 478372 | daniel.davis@ |
| Abe | Muktar | Math | 115 | 115 | 488344 | muktar.abe@ |
| Dualeh | Yassin | Technology | 228-B | 231 | NA | yassin.dualeh@ |
| Erickson | Katie | Art | 120 | 120 | 472889 | katie.erickson@ |
| Farah | Hassan | Security | 200 |  | NA | hassan.farah@ |
| Farah | Musa | Director | 206 | 952-540-2943 | NA | musa.farah@ |
| Fenno | Dr. Paul | Science | 101 | 101 | 432576 | paul.fenno@ |
| Hade | Hassan | EA |  |  | 478298 | hassan.hade@ |
| Ahmed | Ismail | Assistant Director | 216 | 216 | 490224 | ismail.ahmed@ |
| Hussein | Mohamud | EA |  |  | 476761 | mohamud.hussein@ |
| Kimori | David | Science | 110 | 110 | 437620 | david.kimori@ |
| Luecke | Mark | Math | 114 | 114 | 464960 | mark.luecke@ |
| MacLeod | Michele | Business/  Computers | 229 | 229 | 402618 | michele.macleod@ |
| Mohamed | Amina | Teacher | 221 | 221 | 474935 | amina.mohamed@ |
| Mohamed | Fadumo | Security | 200 |  | NA | fadumo.mohamed@ |
| Mohamed | Hibaq | English | 209 | 209 | 475919 | hibaq.mohamed@ |
| Mohamed | Hodan | Office Mgr | 200 | 238 | NA | hodan.mohamed@ |
| Dualeh | Ifrah | SEA |  |  | NA | Ifrah.dualeh@ |
| Ibrahim | Mohamed | SEA |  |  | NA | Mohamed.ibrahim@ |
| Mohamoud | Osman | Math | 112 | 112 | 487678 | osman.mohamoud@ |
| Muhammad | Abdinur | SpEd |  |  | NA | abdinur.muhammad@ |
| Oss | Jackie | Counselor | 106 | 106 | 390742 | jackie.oss@ |
| Polley | Christopher | English | 212 | 212 | 431281 | christopher.polley@ |
| Remerowski | Christopher | Health/PE | 208 | 208 | 390616 | christopher.remerowski@ |
| Roble | Ibrahim | EA |  |  | 424598 | ibrahim.roble@ |
| Ahmed | Ahmed | SEA |  |  | NA | ahmed.ahmed@ |
| Mohamed | Sufi | SEA |  |  | 471661 | Sufi.mohamed@ |
| Haji-Bare | Aisha | SEA |  |  | NA | Aisha.hajibarre@ |
| Jendoubi | Dr. Slah | Math | 116 | 116 | 490970 | slah.jendoubi@ |
| Dodi | Abdulahi | Arabic/Somali | 210 | 210 | 472419 | Abdulahi.dodi@ |
| Klemme | Ellen | Science | 109 | 109 | 488822 | ellen.klemme@ |
| Grove | Emily | ELL | 119 | 119 | 439250 | emily.grove@ |
| Starks | Nathan | Soc Studies | 111 | 111 | 377059 | nathan.starks@ |
| Taylor | Holly | P.E./ Health | 219 | 219 | 442670 | holly.taylor@ |
| Warsame | Yusuf | Security | 200 | 200 |  | yusuf.warsame@ |
| Wendt | Nicole | English | 218 | 218 | 454404 | nicole.wendt@ |
| Witherspoon | Kelly | HR | 108 | 108 | NA | kelly.witherspoon@ |
| Yusuf | Abdirizak | Parent Liaison | 200 | 200 | NA | abdirizak.yusuf@ |

**2015-16 UMA Organizational Chart**

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| **Position** | **Count** | **Percent** |
| --- | --- | --- |
| **Teachers** | 22 | 46.6% |
| **Media Specialists** | 1 | 2.2% |
| **HR** | 1 | 2.2% |
| **Paraprofessionals** | 4 | 9% |
| **Administrators** | 3 | 6.8% |
| **Office Staff** | 4 | 9% |
| **IT** | 2 | 4.4% |
| **Security** | 3 | 5.6% |
| **Special Ed Paraprofessionals** | 6 | 13.6% |
| **Total** | 47 | 100.0% |

## Narratives

1. Teacher retention is strong in that we retained at least sixty eight percent of our staff. Four teachers were not re-hired. Three teachers left for personal reasons.
2. 100% of the Ubah teaching staff are highly qualified licensed teachers with 39% of our staff having a Master’s Degree or greater and 61% with a Bachelor’s Degree. We have 6 of our teachers that are pursuing a Master’s Degree related to their job. 100% of the Ubah paraprofessional staff are highly qualified.
3. Records the following records are kept on students:
4. Graduation
5. Credits
6. GPA
7. State Mandated Assessments
8. Health records
9. Suspensions for 3 years
10. Referrals for the calendar/school year.

The following records are kept on Employees:

1. Formal Evaluations
2. Teacher Evaluations
3. Teacher Observations
4. Disciplinary Actions (Corrective Action)

# 5.0 School Admissions and Enrollment

## 5.1 School Attendance

Student Enrollment and Attrition Rates

This table identifies the number of students enrolled at the school during the school years from 2004 to the present.

|  |  |
| --- | --- |
| **School**  **Year** | **Total Enrollment** |
| 2004-05 | 123 |
| 2005-06 | 177 |
| 2006-07 | 219 |
| 2007-08 | 275 |
| 2008-09 | 245 |
| 2009-10 | 243 |
| 2010-11 | 239 |

2011-12 273

2012-13 320

2013-14 351

2014-15 359

2015-16 356

This table details student enrollment by grade for the school year 2015-2016

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2015-16** | **Grade**  **9** | **Grade 10** | **Grade 11** | **Grade 12** |
| **Number of Student Enrolled** | 87 | 107 | 77 | 85 |

Attrition Rate for 2015-16:

Number of students enrolled on 10/01/15:362

Number of students enrolled on 10/01 that were still enrolled on 06/10/16:328

Number of students who left during the year for various reasons: 34

Attrition rate: 10.3%

## 5.2 Application and Enrollment Procedures:

## Ubah Medical Academy employs a full-time Parent Liaison to help disperse information about our school to the community. Parents come to the school office to meet with a representative of the school and to fill out the enrollment form. Students are placed in classrooms based on class size. We are a school of choice for parents. At the time of enrollment, parents also complete a permissions form for field trips and technology use, media releases, and medical emergency/Syrup of Ipecac. In addition, parents complete State/Federal forms for educational benefits.

**Admissions procedures**

Ubah Medical Academy follows Minnesota Statues 124D.10 in its enrollment practices. The text of the law is shown below:

A charter school shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, pupils must be accepted by lot. The charter school must develop and publish a lottery policy and process that it must use when accepting pupils by lot.

A charter school shall give enrollment preference to a sibling of an enrolled pupil and to a foster child of that pupil's parents and may give preference for enrolling children of the school's staff before accepting other pupils by lot.

A charter school may not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability and may not establish any criteria or requirements for admission that are inconsistent with this subdivision.

The charter school shall not distribute any services or goods of value to students, parents, or guardians as an inducement, term, or condition of enrolling a student in a charter school.

## 5.3 Student Demographics

Our school is a 9-12 charter high school in its 12th year of operation.  99.4% of our students are black (99% of which are East African), 99% Free and Reduced lunch, and 22% LEP.  The school opened 13 years ago with 123 students, and today, we have an enrollment of about 360 students.  Our demographics are interesting in the sense that our students are essentially a homogenous group.  When we get AYP feedback about the performance of different groups in our school, we see the same results in the major groups. All but a few of our students fall into black and FRP subgroups.  The two other groups that are represented are Asian and White.

# 6.0 Academic Program

## 6.1 Curriculum Summaries

This public charter was started in 2004 to meet the particular cultural and learning needs of all students. The School offers specialized instruction to students in grades 9-12 in Reading, Math, Language Arts, Science, Social Studies, Arabic, Somali, Business, Special Education, Art, Health and Physical Education.

ELL Program Summary

Due to our population of EL students, we have catered programming to meet the needs of these students.  We have an EL program that starts with Intermediate and ends in Transitional, with Advanced levels in between.  Students are given the W-APT(WIDA-Access Placement Test) placement exam to determine their needs and are then placed appropriately. Each year the number of students who need EL services has been trending downward for several years. As years go by, more and more of our students are raised in the United States.

A licensed EL teacher serves the needs of these students that replace their English class. All other classes for these students are mainstream classes.

The school’s ELA scope and sequence is annually reviewed to align the program with Minnesota ELP standards. Curriculum is designed using both ELP and MN Language Arts Standards to better prepare students for mainstream classes and eventually post high school education.

A handbook of the School’s English Language Acquisition Policy and Procedures is available to all parents on the school’s website and is also available at the School Office. All parents are also notified that this service is available to their children.

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

During the 2015-16 school year, all teachers had to complete a curriculum map in an online tool, called Ties/Eclipse, of the courses they teach. This was done to ensure that teaching staff was incorporating the standards and best practices within their disciplines. The teaching staff was given a two-day workshop prior to the school year in creating and developing a curriculum plan by an educational consultant hired by the school. The teachers were then given a couple of in-house workshops at staff meetings during the course of the year to give them the support they needed in the process of writing their curriculum maps.

**INTERMEDIATE ACADEMIC READING AND WRITING**

Two Semester Courses (1 periods/day) Grades 9, 10, 11, 12

Prerequisite: Placement Test

***Students scoring 1-2*** on the W-APT(WIDA-Access Placement Test) are placed in two sheltered English classes per day. In this course, students learn fundamental vocabulary words, write simple sentences and paragraphs and read texts developed for ESL students at approximately the 1000 word level. The course includes sheltered content instruction and thematic units with both fiction and non-fiction appropriately leveled texts.

**ADVANCED ACADEMIC READING AND WRITING**

Two Semester Courses (1 period/day) Grades 9, 10, 11, 12

Prerequisite: Placement Test

Students scoring 2-3 on the W-APT(WIDA-Access Placement Test) are placed in two sheltered English classes per day. In this course, students expand their academic vocabulary, begin to write essays, and read texts at approximately the 1500 to 2000 word level. This course develops students’ reading and writing strategies to deal with difficult texts, improves reading fluency and comprehension, and further develops accuracy in grammar, spelling, and writing mechanics.

**ESL III: TRANSITIONAL ACADEMIC READING AND WRITING**

One Semester Course (1 period/day) Grades 9, 10, 11, 12

Prerequisite: Placement Test

Students scoring 3-4 on the W-APT(WIDA-Access Placement Test) are placed in one sheltered English class per day. This is a transitional-level course that develops the necessary skills for students to succeed in their mainstream classrooms. Students expand academic vocabulary, learn to write five paragraph essays, and read texts from 2000 to 3000 word level. The course further develops reading strategies for understanding authentic texts and writing skills necessary to produce reports and essays. Emphasis is placed on developing formal academic language proficiency.

**Indirect “Monitored” Service**

Students scoring 4-5 on the W-APT(WIDA-Access Placement Test) are placed in all day mainstream classes. The highly qualified ELL teacher will monitor the students’ progress quarterly. They will frequently check in with the students and their teachers, review grades and assessment information and help teachers accommodate their needs in the mainstream classroom.

At Ubah Medical Academy, there is one staff member who works directly with English language learners. Mr. Tim Singleton is the EL teacher and coordinator. We have bilingual EA’s in the 3 core subjects of English (Edel Mohamood), Math(Ibrahim Roble & Mohamoud Mohamed), and Science(Mohamud Hussein & Yusuf Abdi).

When the school began twelve years ago, we were 100% LEP. In these past nine years, our school has experienced great successes and challenges. Over the years we have seen our school population change. We currently are about 22% LEP students. Most of our student population was either born in the United States or has lived a majority of their life in the United States.

## 6.2 Special Academic and Co-Curricular Programs

Ubah Medical Academy offers four days a week of after school programming, including homework help, which is staffed by our teachers and EA’s; College Possible; and other extracurricular activities.

***After School Program***

To further enhance our students’ opportunities for academic achievement, Ubah Medical Academy has implemented a successful after school program. Each of our licensed teachers and educational assistants hold office hours at least one afternoon per week from 2:30-4:00pm. Students utilize this additional time for one-to-one and small group instruction to help them succeed in their classes and in the statewide assessments.

College Possible

College Possible is a non-profit organization that has selected our school as a partner. The program is widely known in the Minneapolis and St. Paul public schools. Fortunately, we are one of few charter schools to be chosen as a partner.

The premise of College Possible is to work with the same group of low-income students over a two-year period to help with ACT preparation, college scholarships and college applications. Please refer to the College Possible website for further information. <http://www.collegepossible.org/home.html>

The acceptance process begins in the spring of a student’s sophomore year. Interested students must complete an application and essay. The applications are screened and those selected move on to the interview stage. After the interview, CP staff categorizes the students into accepted, not accepted or waiting list. Those accepted begin the program the fall of their junior year and remain in the program for two years at which time they are ready for graduation. During the 2015-2016 school year, we had 40 juniors and 40 seniors involved in our CP program.

In the spring, the College Possible enrollment process took place to determine the new junior cohort. For school year 2014-2015, 40 new juniors were admitted.

Due to the hard work of our students, the College Possible program and our college prep course, many of the students in our graduating class received scholarships.

***College in the Schools (CIS)***

In 2005-2006, we added two CIS courses to our schedule—College in the Schools Literature and College in the Schools Writing. In 2012, we added one CIS course to our schedule-College in the Schools Physics. College in the Schools gives students direct experience with the pace, academic standards, and individual responsibility inherent in college education. In short, they become real U of M students taking real U of M courses.” <http://www.cce.umn.edu/cis/>

In the 2013-2014 school year, we had 29 of our students participate and receive college credit for the CIS Literature class they took at Ubah. We also had 29 students participate and receive college credit for the CIS Writing class they took at Ubah. In the CIS Physics class, we had 33 students participate and receive college credit for the CIS Writing class they took at Ubah.

Students who are successful in the course will receive high school and university credits. In 2015-2016, 22 students were enrolled in CIS Literature, 15 students were enrolled in CIS Anatomy, and 41 students were enrolled in CIS MicroEconomics. 35 Ubah students were enrolled in two sections of CIS Physics for 2015-2016.

We also offered for the first time, college classes for seniors through Normandale College in our College Calculus class and College Pre-Calc class. We had 22 students in each of these classes in 2015-16. We also had 36 students enrolled in College Composition and 15 students enrolled in College Literature through Normandale College.

In the 2015-16 school year, we plan on increasing the amount of classes for our higher performing students with the addition of several classes. We will be adding CIS Microeconomics, CIS Anatomy, Honors Chemistry, and Honors Biology in addition to the other higher level classes we are already offering. Enrollment in these classes is about 75 students for the fall semester.

***Accelerated Reader***

Accelerated Reader is a dedicated time each day where students are focused on reading, writing, and reading strategies. Each individual teacher engages the students in reading and writing best practices to enhance their scholastic experience. Teachers engage the students in activities such as discussion groups, journal writing, silent reading, vocabulary practice, book reports, and MCA/ACT preparation.

***Accelerated Math***

Accelerated Math is a program that tests students and measures their current math level via the STAR math test. Based on that level, the teacher assigns objectives for the students to work on through homework problems. Once the student has completed the practice, a test is given. All of the scores and progress are monitored through a scantron and computer. If a student does not show proficiency, he/she must continue working on the current objectives. If the student shows proficiency, he/she will move on to new objectives. There are two teachers in each AM room so that teachers can be doing individual instruction based on the students’ needs.

This program allows students to work at their own pace and at their own level to help fill in the gaps in their math skills, or provide them an opportunity to push themselves beyond what they are receiving in the math course.

***Summer School Program***

The summer school program was designed with the intention of serving students who needed to take Geometry as a retake or as an initial offering. We had 30 students take Algebra 1 and 28 received full credit. We had 2 students receive ½ credit for attendance reasons. A total of 21 students took Geometry for credit.

***Credit Recovery Program***

Ubah offered credit repair for students who either needed to get credits in order to graduate or to stay on track for graduation. This program was offered in the summer as well as during the school year. It was offered during the school year approximately 4.5 hours a week on the average. A licensed teacher monitored the progress of these students as they took their online classes in a classroom at UMA.

The students were assigned an in-house online program that met the requirements of a high school class. The program required students to complete exercises, projects, tests, and quizzes. Students were required to spend the necessary seat hours in addition to a satisfactory level of mastery in order to receive credit. It was a highly successful program in that nearly every student who took credit recovery classes was able to graduate on time and allow UMA to graduate 98% of its students!

***Sports***

In the 2015-2016 school year, we continued implementation of an intramural girls basketball. We enforced criteria that students attain a GPA of 2.5 or above, have good attendance, and must be passing classes, in order to participate in the program. We had about 20 girls in the program. We had a boys’ basketball team that competed against other charter schools. The boys learned some valuable lessons in character building during the season. We hope that these sports programs and the enforcement of their participation criteria will motivate students.

***After School Program/extra-curriculars***

UMA offered after school extra-curricular programs on Wednesdays during 2nd, 3rd and 4th quarters for the first time in many years of its existence. There were clubs such as STEM club, cooking/baking, birdhouse making, bird watching, chess club, web design, and a psychology club as well. We had an average of over 100 students participate in the afterschool extra-curriculars each quarter they were offered.

***After School Program/Homework Help***

Every one of the teachers at UMA committed to spending at least one day after school from 2:30-4:00 to be available for their students if they need help with their homework or understanding the class material. Students were able to stay after to make up work for absences as well. The Educational Assistants also stayed at least 2 days a week each week to provide help to any struggling students in the core subjects. The commitment of 2 days a week by the EAs allowed UMA to offer the Homework Help to struggling students 4 days a week, Monday through Thursday.

#### Poetry Out Loud

Our students participated in a classroom and then school-wide competition in which they memorized poetry selected by a national POL committee and then were scored on their performance. Students advanced from the classroom to the school competition. The school competition was judged by one of our English staff members and 3 distinguished members of the poetry community. The student body watched as students performed. The top performers advanced to the state competition at the Fitzgerald Theater in Saint Paul.

**Reading Classes:**

This year we implemented reading classes for all Ubah 9th graders who tested below grade level proficiency in reading, according to the Fall NWEA tests. Each of these students were scheduled into these class as an elective and retained their English 9 class. In essence, we gave our students of need a double dose of Reading. This class was very successful as these students showed over a year of growth in their reading according to the spring NWEA test results.

**Community Service:**

At Ubah, we value our students being good citizens and valuable members of their community. Community Service is encouraged and the school has created opportunities for students to get involved in their community. Student Council. In 2015-2016, Ubah added had a student council as an opportunity for students to gain leadership skills.

## 6.3 Class Size

Ubah Medical Academy works diligently to meet the needs of all students. Therefore, our aim is to keep our class sizes to no more than twenty-four students per classroom. Due to the collaboration model that we utilize, there is often more than one staff member in the class. As a result, the student to teacher ratio is on average about 17:1.

## 6.4 2015-2016 Goals

The goals for 2015-2016 included:

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Academic | Actual Metric | Secondary Metric |
|
|
|
| Achievement\* |  |  |
| 1) Accountability Systems |  |  |
| State Designation | No Designation or Continuous Improvement |  |
| 2) Criterion Referenced |  |  |
| Growth NWEA- Math| Percent of students who met their growth target | 34.5% |  |
| Growth NWEA- Reading | 49.2% |  |
| 3) Norm- Referenced |  |  |
| Growth MCA- Math | 75.0% | 52 / ADM |
| Growth MCA- Reading | 44.5% | 119 / ADM |
| 4) Subgroup - Free and Reduced Lunch |  |  |
| Growth NWEA- Math | 73.4% | 83.1% |
| Growth NWEA- Reading | 76.9% | 85.4% |
| 5) Subgroup - English Learner |  |  |
| Growth NWEA- Math | 60.8% | 97.0% |
| Growth NWEA- Reading | 68.2% | 97.0% |
| 6) Subgroup - Special Education |  |  |
| Growth NWEA- Math | 28.6% | 100.0% |
| Growth NWEA- Reading | 33.3% | 100.0% |
| 7) Subgroup - below grade level make more than one year's (catch up growth) | |  |
| Growth MCA- Math | 30.0% | 30/ ADM |
| Growth MCA- Reading | 50.0% | 54 / ADM |
| Preparation\* |  |  |
| 1) Proficiency |  |  |
| MCA- Math | -0.272 | 23.9% |
| MCA- Reading | 0.266 | 51.6% |
| 2) Subgroup Comparison- Free and Reduced |  |  |
| MCA- Math | -15.8% | 65/ADM |
| MCA- Reading | 9.8% | 92/ADM |
| 3) Subgroup Comparison- English Learner |  |  |
| MCA- Math | -23.400% | 11/ADM |
| MCA- Reading | 16.2% | 46/ADM |
| 4) Subgroup Comparison- Special Education |  |  |
| MCA- Math | CTSTR- 27.3% | CTSTR |
| MCA- Reading | CTSTR- 26.8% | CTSTR |
| 5) Student Options Comparison (School & Authorizer will select three comparables\*\*\*) |  |  |
| MCA- Math | 23.9% | 18.8% |
| MCA- Reading | 51.6% | 32.6% |
| Access\*\* | **#REF!** | **#REF!** |
| 1) Graduation Rate |  |  |
| Graduation Rate |  |  |
| 4-year Graduation Rate | 91.6%-81.9% | 0.9% |
| 5- year Graduation Rate | 89.7%-84.3% | 0.9% |
| 6- year Graduation Rate | 85.3%-84.6% | 0.9% |
| Credit Accumulation\*\*\*\* |  |  |
| Graduation Goals\*\*\*\* | 98.00% | 91.6% |
| 2) Participation in Post- Secondary Requirements |  |  |
| FAFSA Submission/ College Acceptance | 97.0% |  |
| Participation in Accuplacer/ACT/ASVAB | 100.0% |  |
| 3) Post-Secondary Preparation |  |  |
| Accuplacer- Math |  |  |
| Accuplacer- Reading |  |  |
| Accuplacer- Sentence Skills |  |  |
| ACT- Math | 14.0% | 100.0% |
| ACT- Reading | 23.0% | 100.0% |
| ASVAB- Standard Score |  |  |
| ASVAB- Armed Forces Qualification Test |  |  |
| 4) Employment |  |  |
| Ramp Up to Readiness/Minnesota Career Inventory System | School took assessment and took action upon results | 3.5% |
| Belief |  |  |
| Belief\*\* |  |  |
| Attendance Rates | 96.0% |  |
| Development Assets Profile Search / Hope Survey | School did not take assessment |  |
| Student Survey- School Satisfaction | School did not take assessment |  |
| Student Survey- Caring Adult | School did not take assessment |  |
| Teacher Survey | School did not take assessment |  |
| Parent/Guardian Survey | School did not take assessment |  |
| Operational |  |  |
| Operational |  |  |
| Operational |  |  |
| Compliance | 0 | All infractions were resolved by assigned deadline |
| Is the school implementing the material terms of the education program as defined in the current charter contract? | Yes |  |
| Is the school complying with applicable education requirements? | Yes |  |
| Is the school protecting the rights of students with disabilities? | Yes |  |
| Is the school protecting the rights of English Language Learner (ELL) students? | Yes |  |
| Is the school meeting financial reporting and compliance requirements? | Yes |  |
| Is the school following Generally Accepted Accounting Principals (GAAP)? | Yes |  |
| Is the school complying with governance requirements? | Yes |  |
| Is the school holding management accountable? | Yes |  |
| Is the school complying with reporting requirements? | Yes |  |
| Is the school protecting the rights of all students? | Yes |  |
| Is the school meeting teacher and other staff credential requirements? | Yes |  |
| Is the school respecting employee rights? | Yes |  |
| Is the school completing required background checks? | Yes |  |
| Is the school complying with facilities and transportation requirements? | Yes |  |
| Is the school complying with health and safety requirements? | Yes |  |
| Is the school handling information appropriately? | Yes |  |
| Is the school complying with all other obligations? | Yes |  |
| Financial |  |  |
| Financial |  |  |
| 1) Near-Term Measures |  |  |
| Current Ratio | 1.0 | 0.8 |
| Unrestricted Days Cash | 60.0 | 56.0 |
| Enrollment Variance |  |  |
| Default | School is not in default and or not delinquent with debt service payments |  |
| 2) Sustainability Measures |  |  |
| Reserves | Reserve is at least 3 months' expenses (25%) |  |
| Total Margin (fill out rows 105-107) |  |  |
| Aggregated Three Year Total Margin Percentage |  |  |
| Total Margin Percentage Trend | **2013** | **2014** |
| *Insert Three Year of Total Margin* | -9.0% | -8.0% |
| Debt to Asset Ratio | 0 |  |
| Cash Flow: (fill out rows 111 & 112) |  |  |
| **2013** | **2014** |
| Cash Flow Trend | 1000 | -5 |
| Multi-Year Cash Flow= Year 3 (2015) Total Cash- Year 1 (2013) Total Cash | **4000** |  |
| Debt Service Coverage Ratio |  |  |
| 3) Financial Management & Oversight |  |  |
| MDE Finance Award | MDE Finance Award Recipient |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Ubah Medical Academy Charter School (Charter LEA) Math Grade 11th Grade** | | | |
| **Year** | **Percent Proficient** | **Number Proficient** | **Number Tested** |
| **2012** | 24.60% | 15 | 61 |
| **2013** | 44.90% | 31 | 69 |
| **2014** | 42.20% | 35 | 83 |
| **2015** | 42.70% | 38 | 89 |
| **2016** | 24.30% | 18 | 74 |
|  |  |  |  |
|  |  |  |  |
| **Ubah Medical Academy Charter School (Charter LEA) Reading 10th Grade** | | | |
| **Year** | **Percent Proficient** | **Number Proficient** | **Number Tested** |
| **2012** | 46.30% | 38 | 82 |
| **2013** | 34.90% | 30 | 86 |
| **2014** | 41.80% | 41 | 98 |
| **2015** | 48.20% | 40 | 83 |
| **2016** | 48.50% | 49 | 101 |

|  |  |
| --- | --- |
| **Multiple Measurement Rating Spring 2016** |  |
| **MMR: 72.52%   FR: 66.52%** |  |
| **Domain** | **Score** |
| Proficiency | **10.43 points** |
| Weighted percentage of subgroups reaching targets | **41.70%** |
| Growth | **18.60 points** |
| Average Growth Z-Score | **0.1944** |
| Achievement Gap Reduction | **18.49 points** |
| Achievement Gap Reduction Score | **-0.1104** |
| Graduation | **25.00 points** |
| Weighted percentage of subgroups reaching targets | **100.00%** |
| **TOTAL POINTS** | **72.52 points** |
| Possible points | **100 points** |
|  |  |
| **Focus Rating (FR) is 66.52%.** |  |
| **Domain** | **Score** |
| Achievement Gap Reduction | **18.49 points** |
| Achievement Gap Reduction Score | **-0.1104** |
| Focused Proficiency | **14.77 points** |
| Weighted percentage of subgroups reaching targets | **59.10%** |
| **TOTAL POINTS** | **33.26 points** |
| Possible points | **50 points** |
|  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ACCESS for ELLs** |  |  |  |  |  |
| **Measure** | **Level 6** | **Level 5** | **Level 4** | **Level 2** | **Level 1** |
| **UMA(Charter LEA)** | 3.40% | 17.20% | 27.60% | 20.70% | 0.00% |
| 1 | 5 | 8 | 6 | 0 |
|  |  |  |  |  |  |

|  |  |
| --- | --- |
| **Students on Track for Success** |  |
| **Math** |  |
| **Year** | **Percent On-Track** |
| **2012** | 82.70% |
| **2013** | 87.20% |
| **2014** | 68.60% |
| **2015** | 62.90% |
| **2016** | 44.20% |
|  |  |
| **Students on Track for Success** |  |
| **Reading** |  |
| **Year** | **Percent On-Track** |
| **2012** | 44.00% |
| **2013** | 52.10% |
| **2014** | 54.40% |
| **2015** | 66.10% |
| **2016** | 68.90% |

|  |  |
| --- | --- |
|  |  |
| **MCA Trending Math Grade 11** |  |  |  |
| **Ubah Medical Academy Charter School (Charter LEA)** | | | |
| **Year** | **Percent Proficient** | **Number Proficient** | **Number Tested** |
| **2012** | 24.60% | 15 | 61 |
| **2013** | 44.90% | 31 | 69 |
| **2014** | 42.20% | 35 | 83 |
| **2015** | 42.70% | 38 | 89 |
| **2016** | 24.30% | 18 | 74 |
|  |  |  |  |
| **MCA Trending Reading Grade 10th** |  |  |  |
| **Ubah Medical Academy Charter School (Charter LEA)** | | | |
| **Year** | **Percent Proficient** | **Number Proficient** | **Number Tested** |
| **2012** | 46.30% | 38 | 82 |
| **2013** | 34.90% | 30 | 86 |
| **2014** | 41.80% | 41 | 98 |
| **2015** | 48.20% | 40 | 83 |
| **2016** | 48.50% | 49 | 101 |
|  |  |  |  |

## 6.5 Ubah Medical Academy Assessments

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment** | **Purpose** | **Students tested** |  |
| Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) | To measure students’ academic growth from year to year. These assessments are aligned with Minnesota state standards and content. | 9-12 |  |
| Minnesota Comprehensive Assessments (MCA’s) | “The Minnesota Comprehensive  Assessments (MCAs) are state tests in mathematics, reading and science that meet the requirements of the federal Elementary and Secondary Education Act (ESEA). They are given every spring to measure student performance against the Minnesota Academic Standards, which specify what students in a particular grade should know and do.”  -Minnesota Department of Education | Grade 10 – Reading  Grade 11 –Math  Biology students – Science |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

2015-2016 MCA Results

|  |  |  |
| --- | --- | --- |
| **MATH** | **READING** | **SCIENCE** |
| 24.3% | 48.5% | 39.8% |

To see more academic achievement information please visit the Minnesota Department of Education: <http://w20.education.state.mn.us/MDEAnalytics/Reports.jsp>

***Academic performance compared to two competing schools.***

The three schools that will be used for this comparison are Heritage Academy Charter School in Minneapolis, Minneapolis Washburn High School, and Minneapolis Roosevelt High School. I will compare Ubah and the two other schools in the areas of Reading, Mathematics, Science, and Graduation.

In the category of Science MCA data, Ubah compares favorably. For 2016, Roosevelt had a 13% proficiency rating, Washburn had a 38.1%, and Heritage had a N/A proficiency rating. Ubah scored 47.8% on the Science MCA in proficiency.

In the category of Math MCA data, Ubah compares with Washburn, Roosevelt and Heritage Academy. Washburn scored 26.6%, Roosevelt scored 13%, and Heritage Academy scored 12.4%. Ubah scored 24.3% on the Math MCA.

In the category of Reading MCA data, Ubah compared with Washburn, Roosevelt and Heritage Academy. Washburn scored 49%, Roosevelt scored 14% and Heritage Academy had 21.5% for reading proficiency. Ubah scored 48.5% for reading proficiency.

Overall, Ubah Medical Academy is fulfilling an educational need for its students in that these 3(Washburn, South, and Heritage) of several high schools are not outperforming Ubah’s proficiency numbers. If one were to compare Ubah’s numbers to other Minneapolis High Schools, one would find that Ubah’s MCA proficiency numbers are competitive with MPS High Schools in every category. Ubah has been a reward school the recent past and we anticipate that we will be a reward school once again.

Graduation

As measured by NCLB guidelines, our graduation rate is 98.7%

***Attendance***

As measured by NCLB guidelines, our attendance rate is 97.14.

**Professional Development Goals from 2015-2016:**

1. All course curriculum will be aligned to state standard.
   1. Implement TIES curriculum software to house curriculum maps.
2. All Teachers will develop Learning Plans for under-performing students.
   1. Tool: PLC meetings
3. All Teachers will have access to data to improve instruction.
   1. Tool: NWEA Training and Data Retreat.
4. All teachers will implement technology into core curriculum to increase student engagement and accountability.
   1. Tool: Ongoing training through IT Coordinator for Google Chromebooks
   2. Edline: Online resource tool
   3. Star-Boards for student learning
   4. Google Chromebooks(pilot): for online classroom use

## 6.7 Instructional Framework

**Instruction: Learning & Teaching**

UMA is committed to a rigorous, sequential and cumulative curriculum that emphasizes mastery of fundamental skills. Superb teachers, who use best practices and focus on high student achievement, constitute the core of the educational program. The school provides support and challenge for all students to achieve this high standard.

***1. Ensured that the curriculum utilizes best pedagogical approaches.***

* Developed an effective and continuous system of curriculum evaluation, revision, implementation and measurement of the academic program.
* Conducted a comprehensive review of all curricula and goals.
* Developed a framework for the teaching of critical thinking skills.
* Developed a clearly defined and articulated approach to student assessment that reflects different modes and skills appropriate to each age level.
* Addressed the world language needs of students who enter at different ages and levels of language background.
* Created a task force to assess options and costs for a more diverse arts program and a more flexible schedule to allow opportunities for broader arts experiences.

***2. Recruited and developed UMA’s excellent faculty.***

* Evaluated additional avenues and approaches for continuing to attract dedicated and talented faculty and staff to the Charter School.
* Developed innovative tenure policies that adhere to the high standards set forth by the Charter, the Board of Directors, and the Administration.
* Developed and implemented a Faculty Evaluation Plan that ensures teaching excellence and professionalism by promoting reflection on practice, expertise in content and pedagogy, flexibility and responsiveness to student needs, collegiality among teachers, and by evaluating teaching proficiency in relation to student outcomes.

***3. Integrated technology into teaching and learning at all grade levels in a manner that both adds value to the learning process and develops mastery of the technological skills needed for success in the 21st century.***

* Developed a map of skills and knowledge for technology in accordance with the Charter , Common Core Standards, Provision of Chromebooks to students, and Careers standards, and best practices.
* Developed a well-defined plan for technology-supported instruction at each grade level in alignment with the Charter, Common Core Standards, MN standards, and best practices.
* Developed a system to support faculty use of technology in the curriculum to achieve best practices.

***4. Determined the optimal staff structure and resources needed to address all support and special education needs.***

* Assessed and articulated the goals, scope and processes of the special education program for staff and families.
* Developed materials for faculty training; updated the website, parent communications, and handouts that articulated this program.
* Determined cost/benefit of shared services, cooperative and professional development in support of special education services, compliance, administration, and communication.

**Programs Enhancing Learning**

* Bestprep



BestPrep’s eMentors fosters email-mentoring partnerships between professionals and students, leveraging volunteers from almost every career field. eMentors offers a low time commitment, high impact volunteer opportunity for busy professionals who want to make a difference without leaving the office.

eMentors includes weekly emails based on a series of guiding questions, monitored by teachers, tailored to meet various curricula. Topics such as business, workplace skills, economics, math, financial literacy, and science help students understand the relationship between classroom learning and future careers.

Participating in eMentors demonstrates a commitment to the community, and the next generation of employees.

<http://bestprep.org/wp-content/uploads/2016/08/eMentors-Recap-2015-16.pdf>

Students in the Career course (2015-16 – 40 students in total) are part of the eMentoring program.

Genesys Works Description:

At Genesys Works, we change the trajectory of life for low-income high school students through meaningful work experiences. Our program consists of 8 weeks of technical and professional skills training, a year-long paid corporate internship, and extensive college and career coaching. 94% of program graduates go on to enroll in college after experiencing professional success while still in high school. Our goal is to move more students ou of poverty and into professional careers, creating a more productive and diverse workforce in the process.

**WHO WE RECRUIT**

**We recruit and select high school juniors who** are:

* On track to graduate
* Eligible to work in the United States

•Able to adjust school schedule to work from 1-5pm their senior year

* Committed to eight weeks of training from June to August

**Applicants should be at least one of the following :**

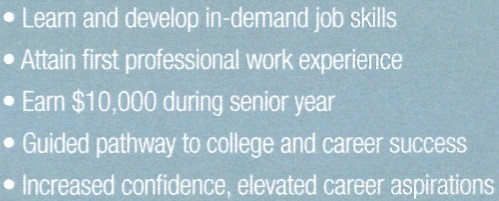
* Recipient of Free or Reduced Price Lunch
* First generation college student

**Our most successful students are:**

* Coachable
* Driven to be successfuldespite facing challenges
* Interested in learning more about technology

•Willing to prioritize Genesys Works over current commitments

•Aspiring to attend a two- or four-year college



# 7.0 Program Information

## 

## 7.1 Challenges

###### Location and Competition

Before 2007-08, we shared a building with a middle school and elementary school that serves a similar population and many siblings of our high school students. Due to increasing enrollment, we were quite crowded. All teachers shared classrooms and some teachers taught in 3-4 different classrooms each day. In addition, there was no flexibility in our schedule to create additional electives or sections.

The need for one of the three schools to relocate was inevitable. Thus the high school relocated. Our new space is beautiful and accommodates our educational needs. Most students and families have adjusted to our new location, however, the location is not always easy for our students and families. Some students have long bus rides in the morning and afternoon and parents struggle to find transportation to attend meetings concerning their child, parent meetings and conferences.

Additionally, there are more schools opening that serve a population similar to ours. We are finding that due to our location, students are choosing schools that generally offer what we do but are much closer to their homes therefore much less time spent on busses and easier access for parents.

**Solutions:**

As we move forward, we will target marketing as a larger priority. We are in the development stages of creating a marketing plan that shares our many successes with the community while also reaching out to the community to partner with our school. We want to communicate that it is well worth the commute to attend a high achieving school that is sensitive to the needs of the Eastern African community.

###### Expanded Curricular Opportunities

We serve a wide-range of learners: our top 15% read at the late high school/college level; our lowest 10% read at the Kindergarten-first grade level so it is important for us to offer a wide range of course offerings to meet students’ needs and interests; the challenge is doing that within a small school schedule and resources.

Due to an increase in student enrollment, we have added a few more EAs and 1 course to our program, CIS Physics. We continue to struggle to meet the elective needs of all students as we are limited by our small size and resources but we will continue to expand to meet the needs of our growing population.

**Solutions:**

As we continue to enroll more students who were born in the United States, we have been able to decrease our ELL offerings. This has allowed us to expand our electives. We have also expanded our partnerships with the medical community and students are able to take a volunteer services class which allows students to receive credit for volunteering at local health clinics.

***Extra-Curricular Activities***

We also struggle with extra-curricular activities. Our biggest challenge is transportation. If we offer programs, we have to offer transportation. It is not always easy for our students to get a ride because families do not have a car or the adults are working. Also, our students come from all over the metro area so if we provide busses, we have to have several that can go in many directions rather than students all on one bus riding for hours on a route that covers the metro area.

Our students are eager to be part of after school activities and we hope that we can continue to offer these opportunities.

**Solutions:**

We will continue to offer intramural boys’ and girls’ sports program. In the spring we offered basketball and we offered soccer for the boys and for the girls. We enforced criteria that included, GPA above 2.5, passing classes and good attendance, in order for students to participate in the program. We had about 20 girls and 20 boys in each program. We hope the start of the program and enforcement of participation criteria will motivate students.

**7.2 Future Goals**

Academic Goals for 2015-2016

The goals include:

**Goal#1: 90% of all students will make a gain of 5-10 RITS in reading for the year based on the NWEA MAP test**.

NWEA’s research team collaborates with leading universities and institutions around the country to conduct independent research. This helps inform their curriculum correlations, validate the results we receive and shape education policy on multiple levels. This research based product then allows us to assess our students and use the data to inform our instruction.

We will test our students 3 times during the year(fall, winter, and spring). After each testing session, teachers conference with their students about performance and goals. Additionally, we use the results for class placement, after school program and summer school.

This test is also aligned to the MCA so we can make predictions about our MCA test performance.

**Goal#2: 90% of all students will make a gain of 5-10 RITS in math for the year based on the NWEA MAP test.**

NWEA’s research team collaborates with leading universities and institutions around the country to conduct independent research. This helps inform their curriculum correlations, validate the results we receive and shape education policy on multiple levels. This research based product then allows us to assess our students and use the data to inform our instruction.

We will test our students 3 times during the year(fall, winter, and spring). After each testing session, teachers conference with their students about performance and goals. Additionally, we use the results for class placement, after school program and summer school.

This test is also aligned to the MCA so we can make predictions about our MCA test performance.

**Goal#3: 80% of our parents/guardians will attend our parent-teacher conferences.**

Department teams will write SMART goals to help achieve this school wide stretch goal. Teachers will collect data to report back to their teams on their efforts to communicate with parents, including inviting them and reminding them of conferences. Administration plans to invite 8-10 parents into the school each week to have informal discussions about school topics and issues.

The increase in communication will ultimately lead to parents feeling more connected to the school and our programming.

We will measure our abilities to get our parents involved by our parent-teacher conference attendance.

**8.0 Audit Information**

In the fall of 2015, Ubah Medical Academy underwent a food and nutrition audit by the Minnesota Department of Education. There were no major findings or violations to report.

**9.0 Authorizer Information**

Each year we are required to submit our annual report to our authorizer, Pillsbury United Communities. This provides them with an overview as it does for MDE. We are very excited to work with Pillsbury United Communities and the Ubah community is appreciative of PUC for continuing this commitment.

**Attendance goal:**

Ubah will maintain at least a 95% student attendance rate each contract year. We met this goal.

**Enrollment goal:**

Ubah will maintain an enrollment of at least 300 students in each contract year, hoping to reach 400 by the year 2015. We met this goal.

**Financial Goals:**

1. In light of the increased holdback, Ubah will maintain a minimum of 15% fund balance. Ubah met this goal with a 39% fund balance.
2. Ubah will continue to have no major exceptions on their audit. There were no exceptions in the yearly audit.
3. Ubah will continue to allocate all funds required by statute for special education students according to their IEPS under the supervision of the Special Education Director to ensure full provision of services. Ubah met this goal and is in full compliance.

Ubah Medical Academy Budget Numbers for 2015-2016:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | |  |  |  |  |  |  |  |
|  | **UBAH MEDICAL ACADEMY** | |  |  |  |  |  |  |  |
|  | **FY 2015-2016 Revised BUDGET** | |  |  |  |  |  |  |  |
|  | **12/9/2015** | |  |  |  |  |  |  |  |
|  |  | |  |  |  |  |  |  |  |
|  |  | **REVENUES & EXP. BY PROGRAM** |  | **FY 2015-2016 REVISED BUDGET** |  | **FY 2015-2016 ORIGINAL BUDGET** |  | **CHANGES $** |  |
|  | | | | **{A}** |  | **{B}** | | **{C}** | |
|  | | | |  |  |  |  | | |
| **PROJECTED ENROLLMENT- ADM** | | | | **360** |  | **350** | **10** | | |
|  | | | |  |  |  |  | | |
|  | **GENERAL FUND REVENUE** | |  |  |  |  |  |  |  |
|  |  | |  |  |  |  |  |  |  |
|  | **STATE AID:** | |  |  |  |  |  |  |  |
| 300 | LEASE AID | |  | 495,458 |  | 495,458 |  | - |  |
| 211 | STATE GEN EDUCATION AID | |  | 3,943,913 |  | 3,704,567 |  | 239,346 |  |
| 360 | SPECIAL ED -STATE | |  | 146,000 |  | 146,000 |  | - |  |
|  |  | |  |  |  |  |  |  |  |
|  | **TOTAL STATE AID** | |  | **4,585,370** |  | **4,346,025** |  | **239,346** |  |
|  |  | |  |  |  |  |  |  |  |
|  | **FEDERAL AID:** | |  |  |  |  |  |  |  |
| 419-400 | FEDERAL SPEC ED | |  | 56,000 |  | 56,000 |  | - |  |
| 401-400 | TITLE I | |  | 142,380 |  | 112,241 |  | 30,139 |  |
| 414-400 | TITLE II | |  | 12,968 |  | 13,628 |  | (660) |  |
| 417-400 | TITLE III | |  |  |  |  |  | - |  |
|  |  | |  |  |  |  |  |  |  |
|  | TOTAL FEDERAL AID | |  | **211,348** |  | **181,869** |  | **29,479** |  |
|  |  | |  |  |  |  |  |  |  |
|  | **LOCAL SOURCES & GRANTS:** | |  |  |  |  |  |  |  |
| 694 | TRANSFER TO FOOD SERV FUND | |  | - |  | - |  | - |  |
|  | INTEREST | |  | - |  | 250 |  | (250) |  |
| 099 | E-RATE | |  | - |  | 37,000 |  | (37,000) |  |
|  | TOTAL LOCAL SOURCES | |  | **-** |  | 37,250 |  | (37,250) |  |
|  |  | |  |  |  |  |  |  |  |
|  |  | |  |  |  |  |  |  |  |
|  | **TOTAL REVENUES- GENERAL FUND** | | | **4,796,718** |  | **4,565,144** |  | **231,575** |  |
|  |  | |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **GENERAL FUND EXPENDITURES:** | |  |  |  |  |  |  |  |
|  |  | |  |  |  |  |  |  |  |
|  | **UBAH MEDICAL ACADEMY** | |  |  |  |  |  |  |  |
|  | **FY 2015-2016 Revised BUDGET** | |  |  |  |  |  |  |  |
|  | **12/9/2015** | |  |  |  |  |  |  |  |
|  |  | |  |  |  |  |  |  |  |
|  |  | **REVENUES & EXP. BY PROGRAM** |  | **FY 2015-2016 REVISED BUDGET** |  | **FY 2015-2016 ORIGINAL BUDGET** |  | **CHANGES $** |  |
|  | | | | **{A}** |  | **{B}** | | **{C}** | |
|  | **SCHOOL SUPPORT SERVICES (000-199)** | |  |  |  |  |  |  |  |
| 110-200 | ADMIN STAFF SALARIES & BENEFITS | |  | 413,595 |  | 402,780 | **10,815** | | |
| 305 | CONTRACTED SERVICES- | |  | 117,700 |  | *110,700* |  | 7,000 |  |
| 320 | COMMUNICATION SERVICES | |  | 20,000 |  | 20,000 |  | - |  |
| 329 | POSTAGE AND PARCEL SERVICES | |  | 1,200 |  | 1,200 |  | - |  |
| 366 | STAFF TRAINING | |  | 3,500 |  | 3,500 |  | - |  |
| 366 | STAFF TUITION REIMBURSEMENTS | |  | 4,000 |  | 20,000 |  | (16,000) |  |
| 401 | GENERAL SUPPLIES- NON INSTRUCTIONAL | |  | 30,000 |  | 20,000 |  | 10,000 |  |
| 530 | EQUIPMENT | |  | 5,000 |  | 5,000 |  | - |  |
| 555 | TECHNOLOGY EQUIPMENT | |  | 10,000 |  | 10,000 |  | - |  |
| 820 | DUES & MEMBERSHIP & FEES | |  | 50,000 |  | *50,000* |  | - |  |
| 899 | MISC | |  | 2,000 |  | 2,000 |  | - |  |
|  | *TOTAL* | |  | **656,995** |  | **645,180** |  | **11,815** |  |
|  |  | |  |  |  |  |  |  |  |
|  | **REGULAR INSTRUCTION (200-299)** | |  |  |  |  |  |  |  |
| 100-200 | STAFF SALARIES & BENEFITS | |  | *1,866,551* |  | *1,609,689* |  | **256,862** |  |
| 305 | CONTRACTED SERVICES- | |  | *70,000* |  | *70,000* |  | - |  |
| 366 | STAFF TRAINING | |  | *5,000* |  | 20,000 |  | (15,000) |  |
| 401 | GENERAL SUPPLIES- | |  | *1,000* |  | 1,000 |  | - |  |
| 430 | *INSTRUCTIONAL MATERIALS* | |  | *30,000* |  | *30,000* |  | - |  |
| 460 | TEXTBOOKS & WORKBOOKS | |  | *149,000* |  | 100,000 |  | 49,000 |  |
| 461 | TESTING SERVICES | |  | *4,500* |  | 4,500 |  | - |  |
| 470 | MEDIA BOOKS & RESOURCES | |  | *30,000* |  | 10,000 |  | 20,000 |  |
| 530 | *EQUIPMENT* | |  | *1,500* |  | *1,500* |  | - |  |
| 555 | *TECHNOLOGY EQUIPMENT* | |  | *201,500* |  | *201,500* |  | - |  |
|  | *TOTAL* | |  | ***2,359,051*** |  | ***2,048,189*** |  | **310,862** |  |
|  |  | |  |  |  |  |  |  |  |
|  | **SPECIAL EDUCATION INSTRUCTION (400-499)** | |  |  |  |  |  |  |  |
| 100-200 | STAFF SALARIES & BENEFITS | |  | 249,795 |  | 207,130 |  | 42,665 |  |
| 305 | CONTRACTED SERVICES | |  | 20,000 |  | 12,850 |  | 7,150 |  |
| 433 | FED- SUB AWARD <25000 | |  | 8,500 |  | 8,500 |  | - |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **UBAH MEDICAL ACADEMY** | |  |  |  |  |  |  |  |
|  | **FY 2015-2016 Revised BUDGET** | |  |  |  |  |  |  |  |
|  | **12/9/2015** | |  |  |  |  |  |  |  |
|  |  | |  |  |  |  |  |  |  |
|  |  | **REVENUES & EXP. BY PROGRAM** |  | **FY 2015-2016 REVISED BUDGET** |  | **FY 2015-2016 ORIGINAL BUDGET** |  | **CHANGES $** |  |
|  | | | | **{A}** |  | **{B}** | | **{C}** | |
| 530 | FED- SUB AWARD <25001 | |  | 3,600 |  | 3,600 |  | - |  |
|  | PARA-PROFESSIONAL | |  | 1,000 |  | 1,000 |  |  |  |
|  | TRAVEL/CONF | |  | 4,500 |  | 4,500 |  |  |  |
|  | OCCUPATIONAL THERAPIST | |  | 3,500 |  | 3,500 |  |  |  |
|  | EDUCATIONAL SPEECH THERAPIST | |  | - |  | - |  |  |  |
| 555 | SPEC ED EQUIP | |  | - |  | - |  | - |  |
|  | *TOTAL* | |  | ***290,895*** |  | ***241,080*** |  | **49,815** |  |
|  |  | |  |  |  |  |  |  |  |
|  | **INSTRUCTIONAL SUPPORT SERVICES: (600-699)** | |  |  |  |  |  |  |  |
| 140-200 | SALARIES- | |  | 93,220 |  | 93,220 |  | 0 |  |
| 366 | TRAINING, TRAVEL, CONVEN,. & CONF. | |  | 5,000 |  | *1,000* |  | 4,000 |  |
| 389 | STAFF TUITION REIMBURSEMENTS | |  | 30,000 |  | *18,000* |  | 12,000 |  |
| 401 | GEN SUPPLIES | |  | 500 |  | *500* |  | - |  |
|  | **UBAH MEDICAL ACADEMY** | |  |  |  |  |  |  |  |
|  | **FY 2015-2016 Revised BUDGET** | |  |  |  |  |  |  |  |
|  | **12/9/2015** | |  |  |  |  |  |  |  |
|  |  | |  |  |  |  |  |  |  |
|  |  | **REVENUES & EXP. BY PROGRAM** |  | **FY 2015-2016 REVISED BUDGET** |  | **FY 2015-2016 ORIGINAL BUDGET** |  | **CHANGES $** |  |
|  | | | | **{A}** |  | **{B}** | | **{C}** | |
|  | *TOTAL* | |  | ***128,720*** |  | ***112,720*** |  | **16,000** |  |
|  |  | |  |  |  |  |  |  |  |
|  | **STUDENT SUPPORT SERVICES ( 700-799)** | |  |  |  |  |  |  |  |
| 143-200 | STAFF SALARIES & BENEFITS | |  | 469,149 |  | 404,261 |  | 64,888 |  |
| 305 | CONTRACTED SERVICES | |  | 54,000 |  | 50,000 |  | 4,000 |  |
| 305 | COMMUNITY OUT REACH | |  | - |  | 19,000 |  | (19,000) |  |
| 360 | PUPIL TRANSPORTATION | |  | 486,600 |  | 450,000 |  | 36,600 |  |
| 401 | TRAVEL & TRAINING | |  | 5,350 |  | 5,350 |  | - |  |
| 540 | VEHICLE- VAN | |  | 12,800 |  | 7,800 |  | 5,000 |  |
| 555 | TECH. EQUIPMENT | |  | 5,500 |  | 5,500 |  | - |  |
|  | TECHNOLOGY EQUIPMENT | |  | 500 |  | 500 |  |  |  |
|  | ***TOTAL*** | |  | ***1,033,899*** |  | ***942,411*** |  | ***91,488*** |  |
|  |  | |  |  |  |  |  |  |  |
|  | **SITE, BLDG, & EQUIPMENT (800-899)** | |  |  |  |  |  |  |  |
| 170-200 | CUSTODIAL SALARIES | |  | 100,981 |  | 87,319 |  | 13,662 |  |
| 305 | CONTRACTED SERVICES | |  | 1,000 |  | 1,000 |  | - |  |
| 330 | UTILITY SERVICES | |  | 80,000 |  | 80,000 |  | - |  |
| 350 | REPAIRS & MAINTENANCE | |  | 10,000 |  | 10,000 |  | - |  |
| 370 | OPERATING LEASES- COPIERS | |  | 20,000 |  | 20,000 |  | - |  |
| 370 | BLDG LEASE | |  | 550,509 |  | 550,509 |  | - |  |
| 401 | CUSTODIAL SUPPLIES | |  | 2,500 |  | 2,500 |  | - |  |
| 520 | LEASEHOLD IMPROVEMENTS | |  | - |  | - |  | - |  |
| 530 | *EQUIPMENT* | |  | 5,000 |  | *5,000* |  | - |  |
| 555 | *TECH. EQUIPMENT* | |  | 1,000 |  | 1,000 |  | - |  |
|  | ***TOTAL*** | |  | **770,989** |  | **757,328** |  | **13,662** |  |
|  | **FISCAL & OTHER FIXED COSTS (900-999)** | |  |  |  |  |  | - |  |
| 340 | INSURANCE | |  | 25,000 |  | 25,000 |  | - |  |
| 730 | PRINCIPAL REPAYMENT | |  |  |  |  |  | - |  |
| 740 | INTEREST | |  |  |  |  |  | - |  |
|  | **TOTAL FISCAL & OTHER** | |  | ***25,000*** |  | ***25,000*** |  | ***-*** |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **UBAH MEDICAL ACADEMY** | |  |  |  |  |  |  |  |
|  | **FY 2015-2016 Revised BUDGET** | |  |  |  |  |  |  |  |
|  | **12/9/2015** | |  |  |  |  |  |  |  |
|  |  | |  |  |  |  |  |  |  |
|  |  | **REVENUES & EXP. BY PROGRAM** |  | **FY 2015-2016 REVISED BUDGET** |  | **FY 2015-2016 ORIGINAL BUDGET** |  | **CHANGES $** |  |
|  | | | | **{A}** |  | **{B}** | | **{C}** | |
|  |  | |  |  |  |  |  |  |  |
|  |  | |  |  |  |  |  |  |  |
|  |  | |  |  |  |  |  |  |  |
|  | **TOTAL EXPENDITURES- GENERAL FUND** | | | **5,265,549** |  | **4,771,908** |  | **493,641** |  |
|  |  | |  |  |  |  |  |  |  |
|  | **GENERAL FUND PROFIT (LOSS)** | | | **(468,831)** |  | **(206,764)** |  | **(262,066)** |  |
|  |  | |  |  |  |  |  |  |  |
|  | **FOOD SERVICE OPERATIONS:** | |  |  |  |  |  |  |  |
|  |  | |  |  |  |  |  |  |  |
| 701-400 | FOOD SERVICE REVENUE | |  | 243,500 |  | 243,500 |  | - |  |
| 490 | FOOD SERVICE EXPENDITURES | |  | 244,500 |  | 244,500 |  | - |  |
|  |  | |  |  |  |  |  |  |  |
|  | ***FOOD SERVICE FUND PROFIT (LOSS)*** | | | ***(1,000)*** |  | ***(1,000)*** |  | ***-*** |  |
|  |  | |  |  |  |  |  |  |  |
|  |  | |  |  |  |  |  |  |  |
|  | ***CURRENT YEAR FUND BALANCE-ALL FUNDS*** | |  | **(469,831)** |  | **(207,764)** |  |  |  |
|  |  | |  |  |  |  |  |  |  |
|  | ***ADD: FUND BALANCE-BEGINNING*** | |  | **2,257,876** |  | **1,793,288** |  | **464,588** |  |
|  |  | |  |  |  |  |  |  |  |
|  | ***CUMULATIVE FUND BALANCE-ENDING*** | | | ***1,788,045*** |  | ***1,585,524*** | |  |  |
|  |  | |  |  |  |  |  |  |  |
|  | ***FUND BALANCE PERCENTAGE*** | |  | ***37%*** |  | ***35%*** |  |  |  |
|  |  | |  |  |  |  |  |  |  |
|  | **STATE HOLD-BACK -10%** | | | **479,672** |  |  |  | | |

***Professional Development Plans***

Broad efforts to improve curriculum, instruction and related professional development within Ubah Medical Academy are guided by our School Board, Teachers and Community Parent Advisory Committee. The charge of these groups in the area of professional development is to examine instructional and professional development needs and make advisory recommendations to the administration for program implementation and improvements that impact student learning. Primary focus areas are content standards, assessment and performance standards, instructional practice and resource allocation. These groups set direction for and review the work of content-specific curriculum. During the 2015-2016 school year, these groups examined the areas of strategic planning, professional learning communities, student achievement goals and mapping curriculum to align to state standards.

***Emergency Procedures Drills***

The following dates during the 2015-2016 school year students and staff participated in the following drills:

1. Fire Drill: 9/02/15
2. Fire Drill: 11/11/15
3. Fire Drill: 5/29/16
4. Fire Drill: 6/2/16
5. Fire Drill: 6/4/16
6. Lockdown Drill: 6/5/16
7. Lockdown Drill: 6/4/16
8. Lockdown Drill: 11/4/15

**10.0 School Calendars**



Professional Development Calendar for 2015-16:

Staff Development Calendar listed on previous page.

Staff Development Highlights: