



Vision 2025 Strategic Plan

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TCGIS Vision 2025 Executive Summary

Das Kind im Mittelpunkt (*Focus on the Child*)

At the center of the strategic plan is the child. Everything the Twin Cities German Immersion School does keeps the well-being and education of the children in mind. Central to the mission is the “whole child”. The whole child is nurtured through German immersion using challenging, joyful teaching & learning focused on academics, social emotional health, and global citizenship.



TCGIS leadership determined four strategic areas of focus as the school enters its next stage. Stakeholder feedback was gathered and considered in development of this plan. The four strategic areas are: innovative teaching & learning, school culture & engagement, diversity & belonging, and financial sustainability. The detailed vision for each strategic area is described in this plan, and yearly milestones provide a roadmap to achieving Vision 2025.

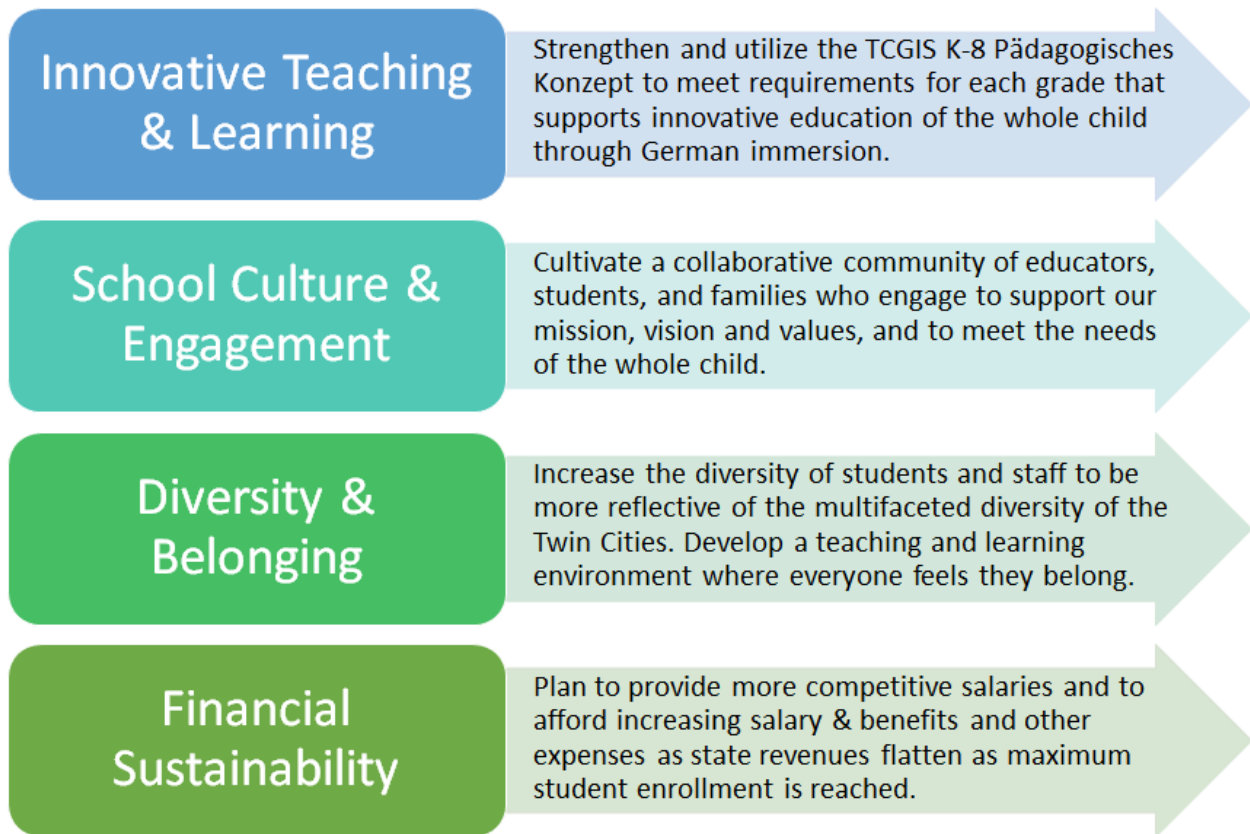


Figure 1. Strategic focus areas and main goals.

Mission, Vision, Values

Mission

Innovative Education of the Whole Child through German Immersion



Vision

Andere hören, andere sehen, weltoffen denken und handeln.

Educating multilingual world citizens who **listen to others, see others, and think and act with an open mind.**



Values

Curiosity, Kindness, Challenge & Support,
Intercultural Engagement, and Community



Looking Back

Previous 15 years: 2005-2020

The Twin Cities German Immersion school is a public non-profit charter school, the largest German-immersion school in North America, a thriving community of approximately 580 K-8 students and 90 educators, administrators, and staff, with a budget of approximately \$7.2 million.

TCGIS was founded in 2005 by two parents and educators, Marcy Zachmeier-Ruh and Mary-Fred Bausman-Watkins, who wanted to educate bi-lingual students for an international future. There were about 40 total students in the inaugural K-1 classes in 2005. The 2006-2007 school year saw the inaugural 2nd grade, as well as the creation of the Intern Program, in which university students from German-speaking countries who are majoring in education worked as classroom assistants and enjoyed an exchange-family experience in the Twin Cities for a semester of year. In 2008, the school relocated to a larger facility to accommodate the 125 K-3 students enrolled.

By 2013, TCGIS had grown to include students in all grades K-8 and had moved to its permanent home on Como Avenue in St Paul. The inaugural 2013 8th grade class kicked off TCGIS' Capstone Exchange program in which students from partner schools in Germany visit and attend TCGIS in the fall, and TCGIS 8th graders visit and attend school in Germany in the spring. The Capstone Exchange is an integral part of the TCGIS experience for all 8th grade students. The school has enabled all students to participate regardless of a family's capacity to fund the Capstone experience. During the 2020-21 pandemic, TCGIS successfully reconfigured the program to a virtual paired exchange.

The student experience is memorable and fun at TCGIS, with a number of traditions, such as the festive Halloween costume parade and flash dance mob and crafting paper lanterns for the nighttime St. Martinstag Lantern parade, singing songs about generosity. TCGIS kids enjoy recess twice a day in all grades, and can take walking field trips to Como Zoo and Conservatory or around Como Lake. Students can participate in team sports including track, soccer, basketball and volleyball. A variety of after school activities are offered to all students K-8, including private music lessons with partner music schools. In middle school, students have the opportunity to begin a third language with Spanish as an elective. Six graders take a three night trip to Waldsee, the German immersion camp at Concordia Language Villages with a focus on STEM and environmental science. TCGIS students stay in and learn about the onsite Passivhaus, the German architectural approach to minimizing

energy demand and usage in buildings. The Waldsee trip is an exciting tradition in middle school and helps prepare the students for the travel abroad experience of the Capstone exchange.

To support the growing student population and families coming from all parts of the metropolitan area, in SY 2015-2016 TCGIS added busing as an option with hub pick up spots spread throughout the TCGIS geographic area. The school has prioritized providing busing free of charge, even outside the obligatory St. Paul borders. This decision was based on the goal to make TCGIS accessible to all students, regardless of socioeconomic or geographic factors.

In the 2015-2016 school year, the board of directors led a community-wide initiative to thoughtfully evaluate and define the mission and the selected values of TCGIS. This process assessed many options and considered the perspectives of stakeholders. The outcome was the board's approval of the current mission statement: The innovative education of the whole child through German immersion, and 5 carefully selected values for the school: curiosity, kindness, challenge and support, intercultural engagement and community.

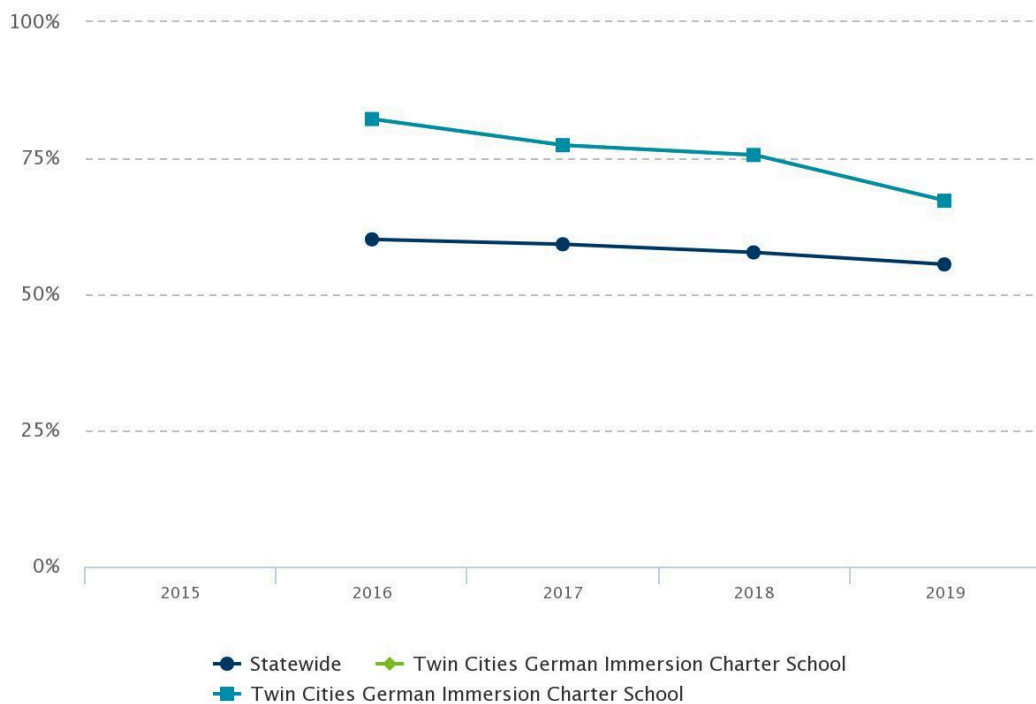
TCGIS recruits staff internationally and domestically. Teacher recruitment, originally only within the US, was revamped by school administrators between 2017-2020. TCGIS developed processes to hire experienced teaching candidates from German-speaking countries on three-year visas. Typically, a third of all teachers are foreign educators at any one time. In 2013, the teachers unionized to enable collective bargaining for teacher contracts, and in 2018 the education assistants unionized as well.

Educators have unique career development opportunities at TCGIS via professional development conferences; chaperoning the Capstone program, serving on the Staff Council, and participating in Q-Comp, a Minnesota program to reward exceptional teaching. The Intern Program, originally run in collaboration with Amity International, was brought completely in-house by 2018, and continues to be a strong part of the school's identity. The school now does its own recruitment and selection, collaborating with a number of European higher education institutions:

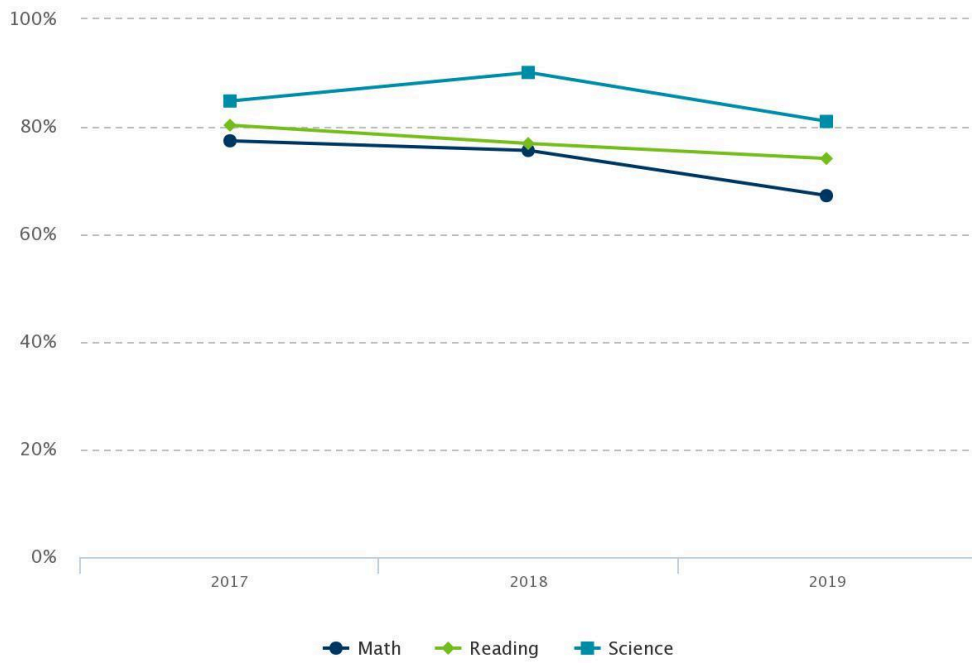
- Goethe Universität, Frankfurt
- Pädagogische Hochschule, Ludwigsburg
- University of Bremen
- University of Vechta
- Pädagogische Hochschule, Bern

Visa processing is now done in collaboration with the Center for International Career Development. Three former interns have returned to be teachers at TCGIS.

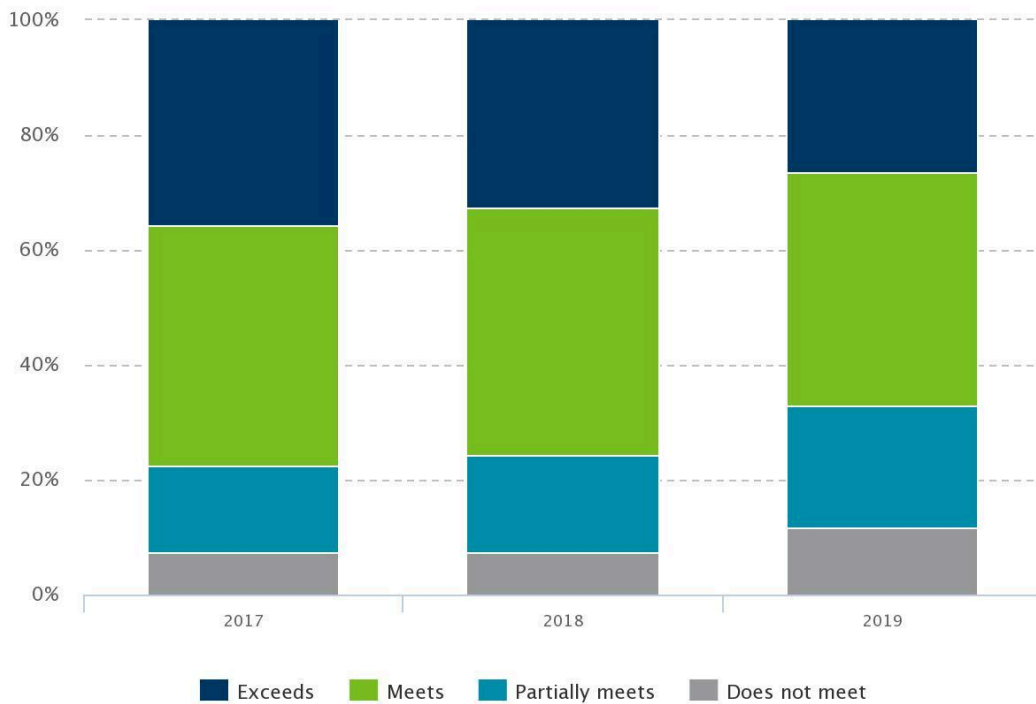
The TCGIS Pädagogisches Konzept ([Link to Päd Ko Website](#)) guides integrated curriculum in grades K-8 and TCGIS students consistently outperform the statewide average with the MN comprehensive assessment (MCA) in reading, math and science (Graph 1). In 2014, TCGIS celebrated our students earning the highest MCA test scores in Minnesota. Graph 2 shows the percentages of TCGIS students meeting state standards in 2017, 2018 and 2019. TCGIS teachers provide differentiated learning through a multi-tiered system of support with an integrated special education program. The TCGIS German language library provides over 7000 books and continues to grow.



Graph 1. Percent TCGIS students proficient in MN standards for math, reading and science in 2016-2019 compared to statewide proficiency. Source: MN report card website rc.education.mn.gov

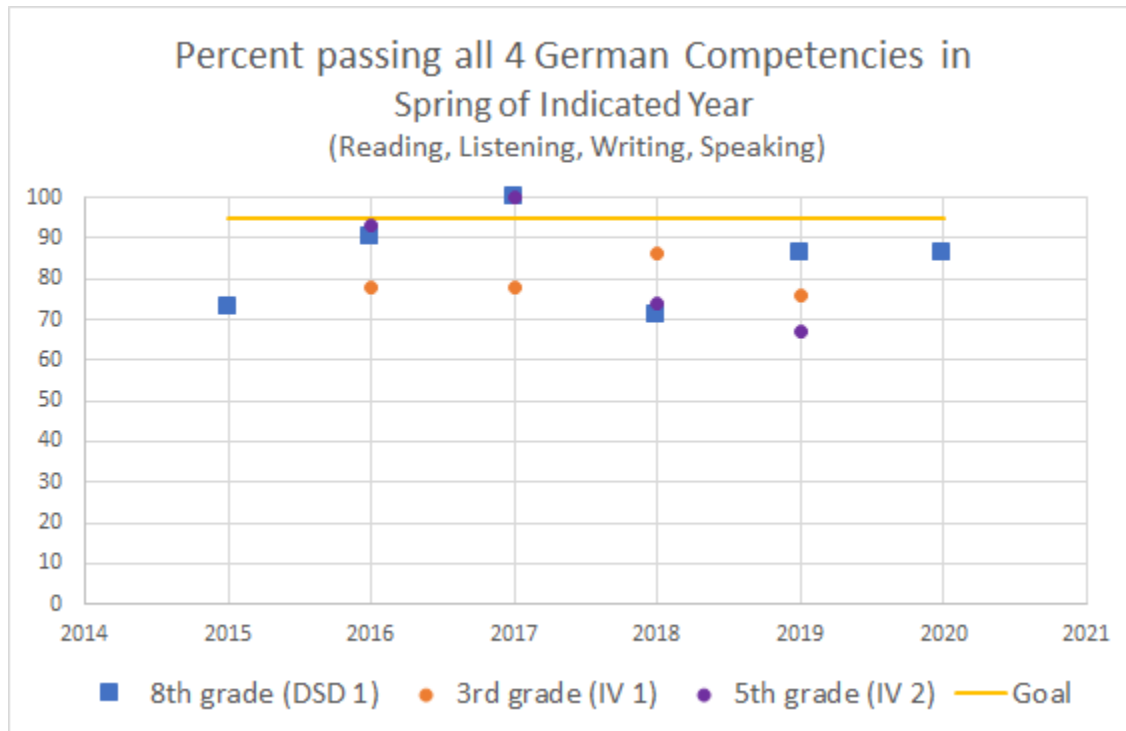


Graph 2. Percent TCGIS students meeting MN standards for math, reading and science in 2017, 2018, 2019. Source: MN report card website rc.education.mn.gov



Graph 3. Percent TCGIS students exceeding, meeting, partially meeting, not meeting MN standards in 2017, 2018, 2019. Source: MN report card website rc.education.mn.gov

TCGIS is one of the few institutions that the German Federal Office of Administration's Central Agency for Schools Abroad (Zentralstelle für das Auslandsschulwesen, ZfA) has certified to self-administer the Deutsches Sprachdiplom B1 (DSD1) exam. TCGIS 8th graders have taken the DSD1 exam since 2013. The school's goal is that 95% of students pass this exam. Between 2015 and 2020, the percent of 8th graders passing all 4 competencies ranged between 71% to 100%. TCGIS 3rd and 5th graders also take the ZfA Internationale Vergleichsarbeit 1 and 2 tests.



Graph 4. Summary of German proficiency results for 8th grade, 3rd grade and 5th grade in the spring of 2015 through 2020.

TCGIS embarked on a major construction project in 2019. The resulting state-of-the-art facility totals 80,000 square feet and can accommodate the approximately 650 students that TCGIS expects to enroll, when the school is fully populated with 3 sections per grade, and 24 students per section. The addition includes a light-filled cafeteria, gymnasium that can accommodate 2 Sport classes simultaneously or all-school events, middle school science lab with fume hood, 6 middle school classrooms, dedicated special education suites and classroom, large restrooms, gender-neutral restrooms available on each floor, elevator that services all 3 floors for enhanced accessibility, lactation room, a flexible larger classroom space, and expanded lobby.

TCGIS is a public school. There is no tuition or complex application process. TCGIS enrolls students using a lottery system (per MN statute), and draws students from the entire Twin Cities metro area. TCGIS has a Special Education department which uses a Multi-Tiered System of Support (MTSS) to meet all learners' educational needs. For TCGIS 8th grade graduates, the school has collaborated with Saint Paul Public School's Central High School to offer a continuous German immersion program through 12th grade. This partnership began in 2016 and has been reauthorized every 2 years since then.

Looking ahead: Vision 2025

Das Kind im Mittelpunkt (*Focus on the Child*)

At the center of the strategic plan is the child. Everything the school does has the well-being and education of the children in mind. Central to the mission is the “whole child”. At TCGIS, the whole child is nurtured through challenging and joyful teaching & learning focused on academics, social emotional health and global citizenship, all through German immersion.

The Whole Child at TCGIS

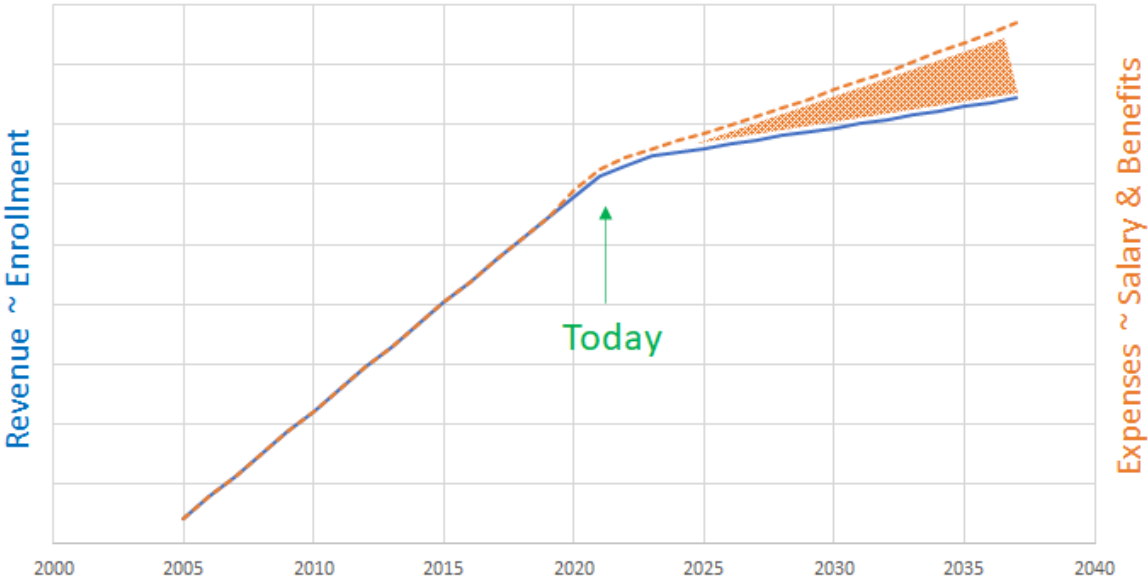


Figure 3. Diagram showing the TCGIS tenets of serving the whole child.

Challenges

As a public charter school in Minnesota, TCGIS faces a number of inherent challenges – perhaps the largest of which is the fact that charters receive roughly two-thirds of the State funding that traditional public schools receive. While this “built-in” funding deficit is not unique to TCGIS, it does create an environment in which resources are severely constrained. In practice, this gap in funding means that it is difficult for charter schools to respond to the wide-ranging needs and expectations of their families and to recruit and retain high quality staff.

Over the past 15 years, TCGIS has experienced tremendous growth in its enrollment and related revenue (School funding is largely based on student headcount – so the more students the School enrolls the more revenue it receives). As TCGIS begins to approach its optimal maximum enrollment of 648 students, revenues from the State will begin to flatten. This, in turn, will put increasing pressure on the School to manage costs, even as employee salaries and benefits increase each year. The challenge is how to reliably increase revenue each year without increasing student count.



Graph 2. Revenue is proportional to enrollment (shown in blue) and will flatten in the coming years. Expenses for salaries and benefits will continue to increase (shown in orange). The gap between revenue and expenses is shaded orange, and TCGIS needs to plan to fill this gap.

Relatedly, staff retention is a challenge at TCGIS, in part due to less than competitive salaries. Teachers with the greatest longevity are inspired by the school's mission and value being part of the unique school community. Yet, in the spring of 2019, the school experienced higher than usual staff turnover, a possible indicator of underlying issues. Board members conducted staff exit interviews and heard feedback from additional staff, and parents, through letters to the board or open forum comments. This information was evaluated to identify themes and provide insight into areas of improvement for TCGIS. Themes included aspects of negative workplace culture with disputing factions among staff, underdeveloped and inconsistent curriculum, uninformative performance reviews and less than desired transparency in communication to staff. Administration also received and processed staff feedback through the annual staff satisfaction survey. That summer, the board worked with administration to create and implement six strategic schoolwide goals to address those issues:

- Move the school from a stage of continuous growth to a stage of stability and strength.
- Cultivate a schoolwide community of colleagues and families that attracts and retains exceptional talent.
- Communicate the message of our school through multiple channels.
- Increase the diversity of students and staff over time.
- Finalize and maintain K-8 Pädagogisches Konzept to meet requirements for each grade that supports innovative education of the whole child through German immersion.
- Support school fundraising efforts by including time, talent, and treasure of all community members.

These initiatives were rolled out to the community the fall of SY19-20, and new board committees were established to support the diversity, communication and school culture goals. The SY19-20 school year coincided with the active school construction project and the logistical challenges of having no gymnasium or cafeteria during the school year.

In the fall of 2019, TCGIS worked with Excelsior Bay Group to evaluate the feasibility of a capital campaign to supplement the bonded funds for the building project. The consultants conducted 36 confidential interviews with school families and supporters. As a result of their study, TCGIS leadership gained insight into the perspectives of families with various reasons for joining the TCGIS community. The consultants identified three main segment types within the School community:

- **German Culture** families – for whom authentic German language and experience are a high priority. This segment tends to be populated by families with a strong ethnic tie to Germany or other German-speaking countries.
- **Language Immersion** families – for whom bilingual education and a global perspective are important. These families often considered other language immersion schools before deciding to enroll their children at TCGIS.
- **High-performing Public School** families – These parents discovered TCGIS when seeking an alternative to their neighborhood public school. They were often drawn to TCGIS by the small class size, high test scores and close-knit community that TCGIS provides.

Many families interviewed did not clearly fit into a single category, but often shared two or all three characteristics. It appears that the proportion of family segment types within the School is evolving over time, with Immersion and Public School families growing as a proportion of the School community. The challenge for TCGIS is to address the needs and expectations of all stakeholders while staying true to our mission and vision.

Another challenge for TCGIS is to increase the diversity of our students and staff. We believe that all students should have access to TCGIS's innovative education of the whole child through German immersion and that students' experience and education are dramatically enhanced by multi-dimensional diversity in the school community. The modern day German speaking population is increasingly diverse, with generations of migrant workers and refugees settling in German speaking areas. TCGIS serves students of the Twin Cities and suburbs, yet, our TCGIS community is not reflective of the racial diversity of the Twin Cities (Table 1).

Table 1. Comparison of the largest racial/ethnic group percentages in Minneapolis, St. Paul, and the Twin Cities 7 county metro area (Anoka, Carver, Dakota, Hennepin, Ramsey, Scott, Washington) to TCGIS enrollment.

| Race/ Ethnicity | City of Minneapolis* | City of St. Paul* | 7-County TC Metro Area* | TCGIS ** |
|----------------------------|---------------------------------|------------------------------|--|---------------------|
| White | 60.4 | 51.4 | 70.7 | 83.5 |
| Black | 19.1 | 16.2 | 10.4 | 4.1 |
| Hispanic | 9.8 | 8.7 | 6.7 | 3.1 |
| Asian | 4.8 | 19.4 | 8.1 | 3.2 |
| Two or more | 4.5 | 3.5 | 3.4 | 6.1 |

* U.S. Census Bureau, American Community Survey 2019 1-year average estimates

** Minnesota Department of Education enrollment data 2020-2021 school year

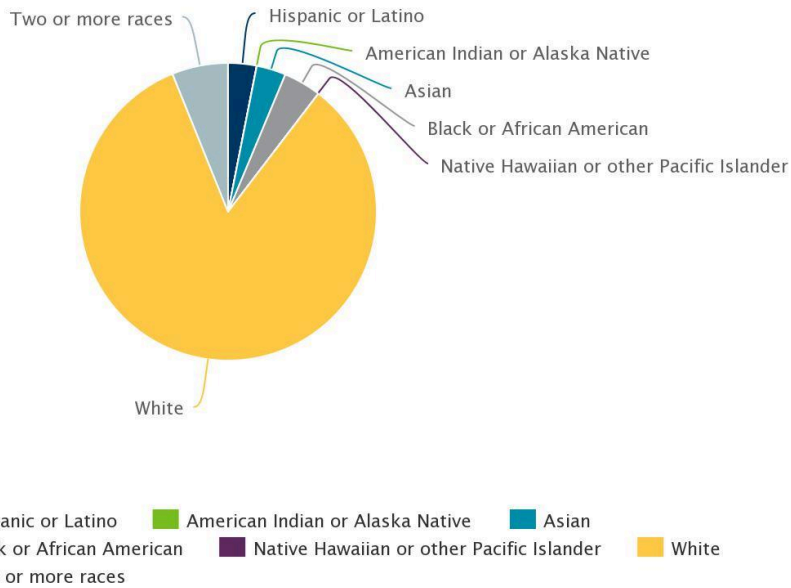
Examining the demographics of other language immersion schools is an indication of the opportunity for increased racial diversity at TCGIS (Table 2). L’etoile Du Nord, a public French immersion school in St. Paul is notably more racially diverse than TCGIS (Graphs 3 and 4), while teaching French, another European language. Yinghua Academy, a Chinese immersion public charter school in Minneapolis, is also more diverse (Graph 5).

Table 2. Comparison of the largest racial/ethnic group percentages at language immersion schools L’etoile Du Nord (French immersion), Yinghua Academy (Chinese immersion) and TCGIS.

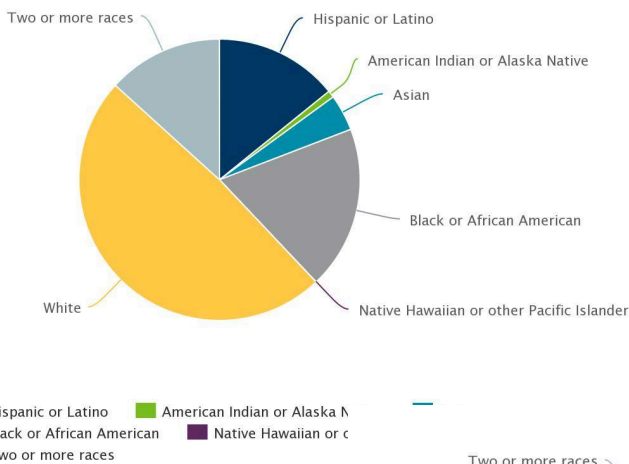
| Race/ Ethnicity | L’etoile Du Nord French Immersion ** | Yinghua Academy Chinese Immersion ** | Twin Cities German Immersion School ** |
|----------------------------|---|---|---|
| White | 48.8 | 49.5 | 83.5 |
| Black | 18.8 | 3.9 | 4.1 |
| Hispanic | 14.2 | 4.8 | 3.1 |
| Asian | 4.2 | 28.8 | 3.2 |
| Two or more | 13.3 | 12.7 | 6.1 |

* U.S. Census Bureau, American Community Survey 2019 1-year average estimates

** Minnesota Department of Education enrollment data 2020-2021 school year

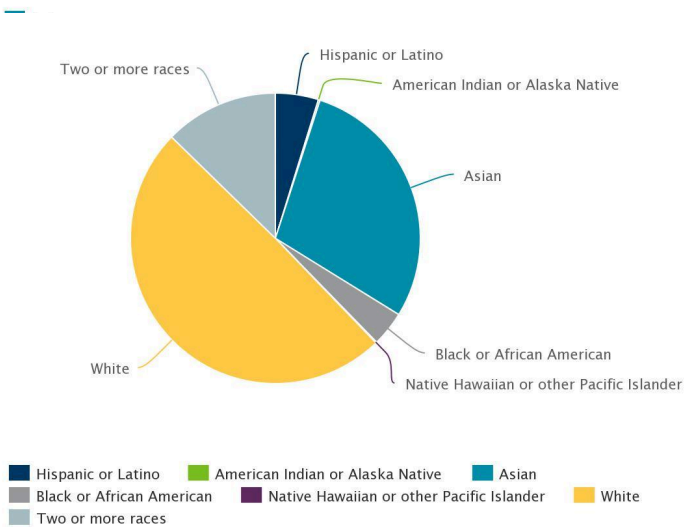


Graph 3. TCGIS 2021 Enrollment by Race/Ethnicity.



Graph 4. L'etoile Du Nord (French Immersion) 2021 Enrollment by Race/Ethnicity.

Graph 5. Yinghua Academy (Chinese Immersion) 2021 Enrollment by Race/Ethnicity.



The differences each person brings to TCGIS strengthen our school community. We support and promote diversity and the understanding of diversity in all aspects of TCGIS. With the National Education Association, we define diversity as the sum of the ways that people are both alike and different. We recognize that the dimensions of diversity include race, ethnicity, sexual orientation, gender identity, language, culture, religion, mental and physical ability, class, and immigration status. The NEA and TCGIS define equity as the intentional allocation of resources, instruction, and opportunities according to need. This requires the identification and eradication of discriminatory practices, prejudices, and beliefs so that every child can succeed in school and life. TCGIS is creating educational systems and policies to ensure justice, equity, and belonging for all.

We endeavor to develop a student body that is more reflective of the diversity of the Twin Cities, while being constrained to MN State statutes regarding charter school enrollment, which do not allow spots to be allocated to particular demographic groups and require enrollment preference given to siblings of enrolled students. Within these constraints, we aim to increase the diversity in our applicant pool for the lottery and acknowledge that change will be slow due to the limited number of non-sibling spots available each year. The board approved a TCGIS statement on diversity, equity and inclusion in the fall and this statement guides our strategic planning in this area. The DEI statement is appended to this plan for reference.

TCGIS leadership diverted significant time and energy to the planning and logistics of the COVID-19 school year 20-21. Nonetheless, the school board and administration maintained an effort to create this new strategic plan for TCGIS, Vision 2025, to address our challenges. In addition, the board updated each board committee charter this fall to focus the work. The committee charters are appended to this document.

Strategic Focus Areas

TCGIS leadership has determined **four strategic areas of focus** as the school enters the next stage. The four strategic areas are: innovative teaching & learning, school culture & engagement, diversity & belonging, and financial sustainability.



The Vision for each Strategic Focus Area Innovative Teaching & Learning

Goal: Strengthen and utilize the TCGIS K-8 Pädagogisches Konzept to meet requirements for each grade that supports innovative education of the whole child through German immersion.

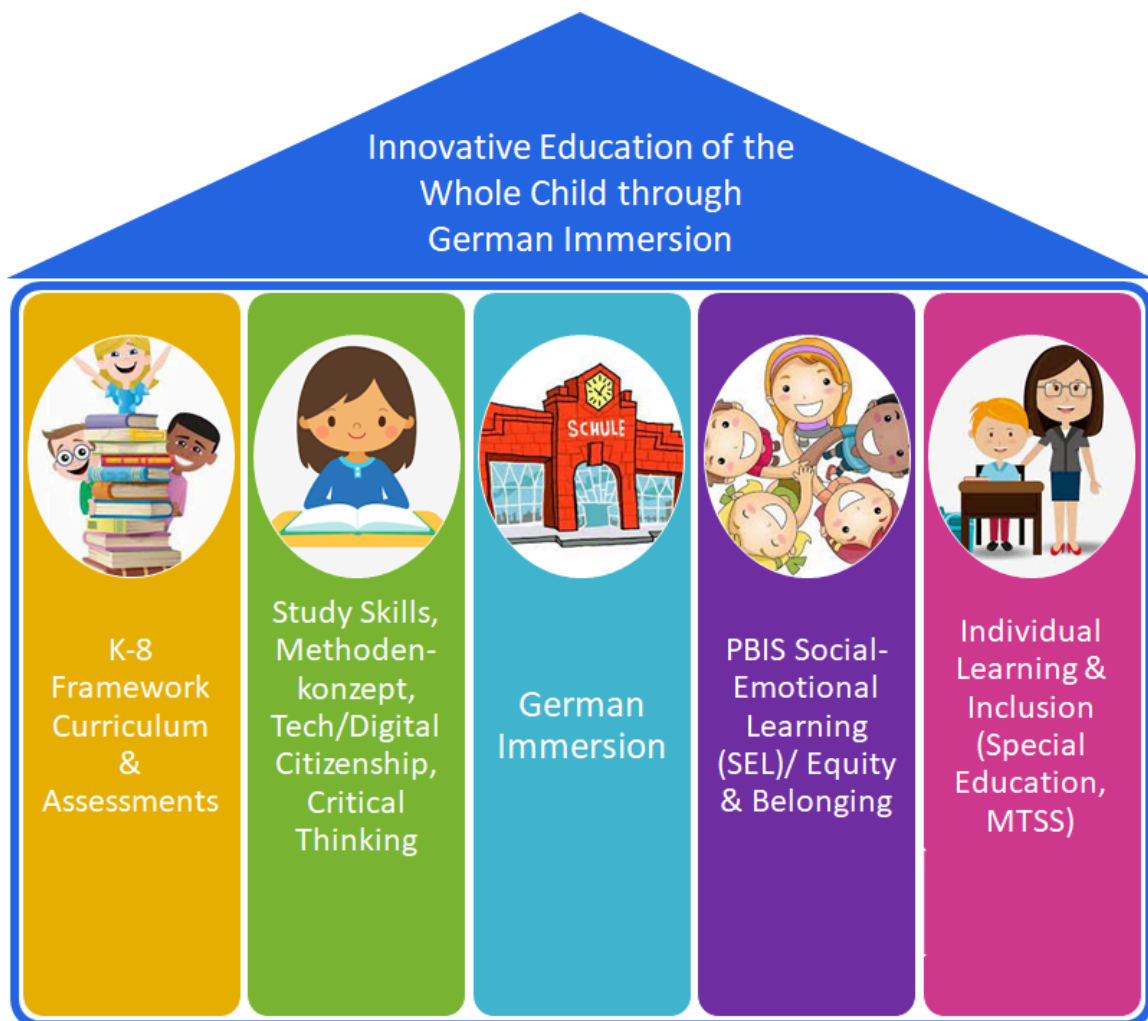


Figure 2. The TCGIS *Pädagogisches Konzept* is built upon a foundation of five distinct educational elements.

K-8 Framework (Curriculum & Assessments)

In 2025, the K-8 framework will show a clear picture of what students are learning, when they learn it, and how they demonstrate they know it. European and US elements of teaching and learning are fused, taking the best practices from each educational system to get better results. Curriculum is augmented with methods, guidelines, and plans for all educators to teach the unique elements of US history and modern social justice issues. Likewise, all educators are provided curriculum to teach with the German lens of post-WWII/Holocaust Germany, engaged world citizenship, and prioritization of sustainability. In addition to enhancing curriculum, the physical teaching and learning spaces on the TCGIS campus will be designed to provide appropriate instruction space for all disciplines taught at the school. TCGIS will plan to meet identified needs for improvements to support TCGIS educators and students meeting curricular milestones in all aspects of education of the whole child.

Learning Skills/Methoden Konzept/Tech/Digital Citizenship/Critical Thinking

In 2025, planning, organization and study skills are interwoven and part of the curriculum starting in Kindergarten and culminating in 8th grade to help students manage responsibilities, work independently and collaboratively, and fully prepare them for life beyond our walls as successful students, engaged citizens, and healthy human beings. Students will be given a clear set of expectations and goals for effective planning and organizational skills. Students will develop the ability to evaluate information to form thoughtful and reflective conclusions, with critical thinking skills central to problem solving.

German Immersion

In 2025, German is heard throughout the school, in hallways, meetings, and the classroom. The TCGIS campus sounds and feels like a piece of Germany in the Twin Cities. German immersion norms have been established and the community is committed to them. The walls “speak German”, from signs to student work to decor. German immersion will be incorporated into all school subjects and education delivery methods, like SPED. The intern program will continue to enrich the German immersion experience at TCGIS with native-speaking student teachers assisting in the classrooms and sharing new cultural experiences and perspectives with host families. Also, each fall, the Capstone visit from our partner schools in Nordrhein-Westfalen will impact

immersion experiences K-8. Classroom visits will bring these young native speakers into contact with the whole student body, in addition to the intercultural immersion time spent with their host students and families.

Social-Emotional Learning (PBIS)/ Equity & Belonging

In 2025, social emotional learning is built into the curriculum and staff have the resources needed to help students develop healthy identities, manage emotions, feel and show empathy for others, establish positive relationships, and build resilience in traumatic situations. Social emotional learning is recognized as a foundation of a welcoming school and student academic success. By 2025, an inclusion thread runs throughout the curriculum and includes specific elements on antiracism, social justice, global citizenship, peace, and will reflect the cultural and racial diversity of the Twin Cities. Curriculum incorporates multiculturalism, diversity and inclusion not only in American history and culture, but also in modern European German speaking areas. Field trips introducing different cultures are planned into the curriculum for each grade. Field trips are expanded to educational overnight experiences, emulating the culture in German schools, *Klassenfahrt*, in grades 1 and up, to build independence and autonomy in children.

Individualized learning & Inclusion (MTSS, SPED)

In 2025, ADSIS and SPED is ideally delivered in German for subjects taught in German, and English for support needed specifically in English. In open dialog and collaboration with students' parents and/or guardians, the program supports all types of learners to make them successful. Best SPED practices are always implemented at TCGIS. All students on IEPs and 504s are included in all overnight trips, especially the Capstone experience. The complete TCGIS experience is accessible to all.

School Culture & Engagement

Goal: Cultivate a collaborative community of educators, students, and families who engage to support our mission, vision and values, and to meet the needs of the whole child.



In 2025, the TCGIS culture will be a joyful student-centered environment of belonging that attracts and retains families and staff. People of all backgrounds and those from other states or abroad, will feel integrated and engaged, and that TCGIS and Minnesota is their home. Families and staff will have many interactions through the school to help build friendships and a sense of belonging. Community and school connections will be fostered through events and gatherings held by the PTO and the School. Ample volunteer opportunities will be available for parents to engage and contribute to the school.

TCGIS school leadership will set the tone for school culture following several guiding principles as outlined by the Minnesota Department of Education: practicing service leadership, treating everyone with respect and dignity, doing the right thing especially when it is difficult, asking how actions reinforce or remove structural inequity, promoting the common good over narrow special interests, being accessible, transparent and accountable, and including voices from communities who will be most impacted by decisions.

Teachers are the core of our organization. In 2025, the rate of teacher and staff turnover will be reduced and predictable. TCGIS will cultivate internal talent and create opportunities for development and advancement within the school. The support and appreciation of teachers and staff will be spearheaded by the school leadership with recognition of hard work and dedication and thanking them in creative ways.

Parents and guardians will continue to have many opportunities for school involvement, including classroom and library volunteering, field trip chaperoning, Parent Teacher Organization support, organizing community-building events, joining Parent Council, participating on board

committees or task forces, and running for a seat on the TCGIS Board of Directors. Family satisfaction will be high, student attrition will be reduced, and methods for new student onboarding will maintain 3 full class sections per grade. TCGIS alumni, alumni parents, previous interns and staff, will stay connected through a robust alumni program, supported by the school.

In 2025, the TCGIS intern program will continue to be a key component of school culture and engagement. TCGIS teachers and staff enjoy new colleagues with fresh perspectives and energy. TCGIS teachers have the development opportunity to mentor student-teachers. TCGIS families have the opportunity to host student-teachers in their homes and integrate them into their family. Lifelong connections can be forged through this unique experience that TCGIS offers. By having this program, TCGIS contributes to learning and positive culture building across international borders. The interns take their cultural experiences from our school and apply them all over the German-speaking world. TCGIS will create the opportunity for additional families to connect and entertain the interns as host-friends/aunts/uncles to broaden the network between interns and TCGIS families. The new friendships will help build a stronger sense of community.

Diversity & Belonging

Goal: Increase the diversity of students and staff to be more reflective of the multifaceted diversity of the Twin Cities. Develop a teaching and learning environment where everyone feels they belong.



In 2025, the diversity of TCGIS students and staff will be closer to reflecting the racial and socioeconomic diversity of the Twin Cities. Diversity at TCGIS will also be expanded in other ways, such as neuro-diversity, learning needs, and family makeup. Diversity will be celebrated in our school for the vibrancy it creates.

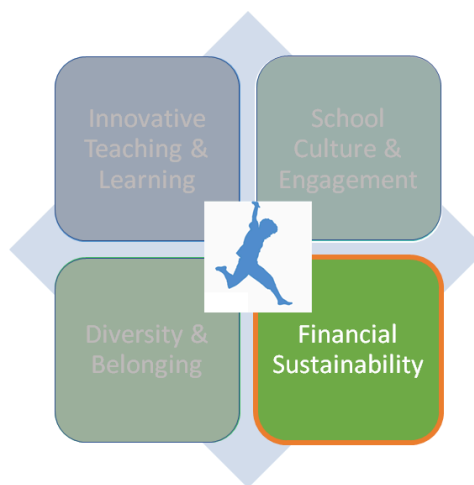
In 2025, The importance of diversity at TCGIS will be woven into the TCGIS curriculum, reflected in the website and other communication, emphasized

with art and the design of our building, in the book selection in the library, during staff recruitment, onboarding, and continuing staff professional development. School staff will be trained to ask how their actions and decisions are either reinforcing or removing structural inequity. Policies and decisions take into account the diversity and different needs of families and staff.

The TCGIS statement on equity, diversity and belonging will be familiar to all staff and families, and strongly supported through the words and actions of all community members.

Financial Sustainability

Goal: Plan to provide more competitive salaries and to afford increasing salary & benefits and other expenses as state revenues flatten as maximum student enrollment is reached.



In 2025, TCGIS will have a culture of advocacy to increase government funding for public charter schools and demonstrate servant leadership to champion equality in publicly funded schools. TCGIS finances will be supplemented by strategic initiatives to create sustainable revenue streams. This increased budget capacity will be used to increase teacher salaries to be commensurate with other Twin Cities public schools. It will also be used to fund professional development opportunities for teachers and staff, including graduate school tuition support and travel abroad opportunities.

In 2025, business plans for financial sustainability initiatives will have been created and evaluated, and at least 3 new revenue streams established. Revenue streams to explore include: German immersion elementary summer camp program and summer language programs for middle and high school students, affiliated German immersion childcare program (infant-preK) with discount as benefit to TCGIS employees, selling TCGIS curriculum to other German immersion schools, fee-based German tutor program, expanded fee-based extracurricular activities, German classes for parents/guardians, concession sales for events in the Sporthalle, consulting services to help others start a language immersion school, develop online virtual school option to

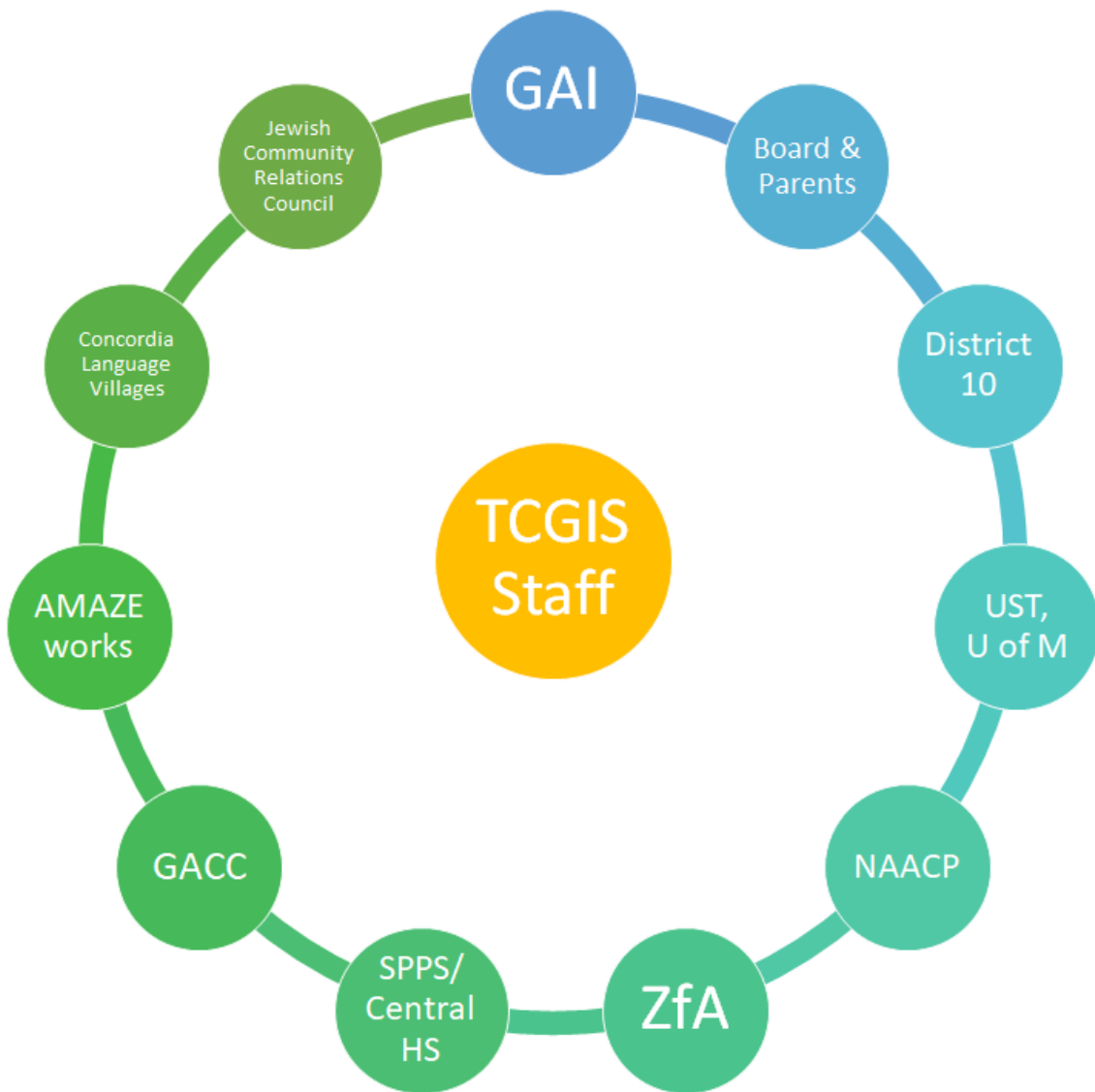
expand enrollment beyond the Twin Cities, offer German screening services, professional development workshops for other educators, become official (Midwest) examination venue for German online universities and programs, establish an interest-earning endowment, invest a portion of fund balance in higher interest rate, short-term, low risk bonds, and explore energy saving measures to the campus, e.g., install solar panels to offset utility costs.

In 2025, the school's fundraising effort as a non-profit organization will be professionalized and spearheaded by a TCGIS staff member, and supported by the board. A culture of stewardship will promote giving and community building, creating a sense of belonging and investment into the success of the school's mission. TCGIS fundraising will reliably support the intern program, a need-based capstone scholarship fund, and a new scholarship program for alumni enrolled in higher education (undergraduate or graduate) disciplines which actively support TCGIS's vision of multilingual global citizenship. Fundraising will be supported by TCGIS families, alumni, community businesses and corporate partners.



Key Partners/Collaborators

Achieving Vision 2025 will be a community effort and positive collaboration is key. TCGIS staff may partner with external organizations such as the German American Institute (GAI), German American Chamber of Commerce (GACC), Amazeworks, German Central Agency for Schools Abroad (ZfA), District 10 Como Community Council, National Association for the Advancement of Colored People (NAACP), University of St. Thomas (UST), University of Minnesota (U of M), Saint Paul Public Schools (SPPS), Central High School, Concordia Language Villages, Jewish Community Relations Council, and others to help reach our goals. The School Board will support the strategic plan through the leadership of board committees with clear charters and TCGIS parents are invited to volunteer time and talents on these committees.



Milestones

These milestones are written to provide a roadmap to achieving Vision 2025. The intent is for these to be higher level milestones, yet descriptive enough to be actionable. The expectation is for TCGIS administration to assign individuals or teams to carry out specific, measurable, and timebound deliverables to achieve these milestones. Understandably, issues may arise that affect the ability to meet certain milestones in a given year, or approaches to meeting the goals may change. These milestones will be reevaluated by the board annually, and modifications made as necessary to stay on track with achieving Vision 2025. Yearly progress reports will be provided to the school community.

SY 20-21 Milestones

Innovative Teaching & Learning (SY 20-21)

- Share grade level curriculum content on the website for parents and prospective parents
- Establish curriculum advisory committee and meet to begin the World's Best Work Force process
- Administration recommends budget for curriculum materials and curriculum development to the board in April/May
- Compare and align internal curriculum scope and sequence to current MN standards.
- Create and implement a Curriculum Review Process/Flow Chart
- Review teacher evaluation in view of MN standards instructions
- Investigate 5-8 study skills training like AVID or HOPS strategies for next year & explore the option of "Methodentage"
- Explore how to build a "bridge" to better connect & celebrate the transition from ES to MS (study skills, standards and language)
- Start designing a German Immersive school building ("speaking walls")
- Create a list of cultural celebrations ("Vielfalt feiern") and link them to specific MN standards
- Continue to collect & provide resources to parents surrounding immersion education and language proficiency; make them public (website, info nights)
- Review & align Social Emotional Learning (SEL) in ES & MS
- Explore options to expand & professionalize our DaF-program, implement first changes & create German screeners after each year so that DaF support can be more targeted
- Identify current enrichment opportunities & explore additional internal and external opportunities for different subjects and grade levels
- Maintain and improve systems for identifying students with intervention needs (SWST MS) & and improve communication about the purpose of MTSS
- Collaborate with Sped Director to review and adjust IEPs to ensure accommodations are appropriate and provided (DSD I; Capstone

exchange, etc.)

School Culture & Engagement (SY 20-21)

- Establish ceremonial transition from elementary to middle school
- Organize and host two staff team building events
- Incorporate staff appreciation at staff meetings
- Alumni events:
 - Host DSD1 celebration for TCGIS class of 2020
 - Flipgrid virtual reunion
 - Host picnic, summer 2021
 - HS graduation celebration
- Alumni speaker at TCGIS graduation
- Create TCGIS LinkedIn account for alumni to network
- Organize community volunteer opportunities (Community garden and more)
- Create internal organizational health survey and administer in early spring 2021
- Evaluate and determine best SPED management model for TCGIS
- Document number of applications received for each grade

Diversity & Belonging (SY 20-21)

- Establish BIPOC parent affinity group
- Establish LGBTQ2S+ parent affinity group
- Increase visibility of Gender Sexuality Alliance student group at TCGIS
- Add diversity statement to all recruitment channels for teachers & families
- Review hiring process for European/All teachers to evaluate thoughts on racial equity and willingness to learn and teach about multicultural perspectives
- Gather feedback on AmazeWorks recommendation to pair BIPOC children in classes to foster community. Alter procedure for class composition accordingly.
- Support the DEI implementation plan of the board's Diversity & Belonging committee.
- Determine current student retention rate for white students and BIPOC students.
- Document % BIPOC staff members and % BIPOC students to determine baseline for improvement.
- Increase diversity in curriculum to have both "mirror" and "window" topics, units, novels and projects for underrepresented populations in our school, state and greater community.

Financial Sustainability (SY 20-21)

- Initiate MACS partnership for charter school funding advocacy campaign, and evaluate biennium timing for campaign
- Fully implement Little Green Light Fundraising Software capabilities
- Renew and develop connection with GACC to build connections for long-term financial support
- Raise 103,000 for the annual fund
- Determine revenue increase needed to pay teachers commensurate to 3 benchmarks: SPPS, MPS, and leading charter schools
- Create a plan for best use of PPP funds
- Evaluate expenses for cost savings opportunities within current budget

SY 21-22 Milestones

Innovative Teaching & Learning (SY 21-22)

- Establish German immersion norms and solicit commitment from the community
- TCGIS leadership recognizes educators for innovative methods
- Make adjustments to Teacher evaluation regarding the integration of MN/DaF Rahmenlehrplan standards instruction
- Continued: Compare and align internal curriculum scope and sequence to MN standards and to foreign language standards (ZfA DaF Rahmenlehrplan)
- Define standards-based grading system and determine potential phase-in schedule
- Start implementing study standards (5th grade?) and executive functioning list of skills
- Design 3 areas in our school as German immersive environments
- Implement the "bridge" to better connect 4th & 5th grade (ES & MS) in standards being taught, language and study skills
- Determine must-have cultural standards for our multicultural school & build a framework for what to teach when (cultural curriculum) in collaboration with school culture committee
- Fully implement revised SEL curriculum
- Continue to expand, professionalize, and implement the DaF-program; create German screeners after each year so that DaF support can be more targeted
- Continue to explore enrichment opportunities and implement first opportunities
- Continue collaborating with Sped Director on reviewing and adjusting IEPs and making sure accommodations are appropriate and provided (DSD I; Capstone exchange, etc.)
- Establish Abzeichen - awards for MS subjects and MS extracurriculars, including athletics

School Culture & Engagement (SY 21-22)

- Establish ceremonial transition to Kindergarten "Einschulung" event
- Maintain 3 classes in grades K-7 through student retention and recruitment
- Enhance teacher onboarding program with paid stipend position
- Document all international recruiting procedures
- Create succession plans for all school administrators
- Implement stakeholder recommendations from organizational health survey
- Regional picnics (collaborate with PTO)
- Kindergarten potluck

- Summer playdates (collaborate with PTO)
- TCGIS hosts 5-year reunion for Class of '17
- Increase number of applications per grade from SY20-21
- Initiate transition to best SPED management model

Diversity & Belonging (SY 21-22)

- Create an ambassador program to pair new families with experienced TCGIS families and provide a more welcoming experience
- Implement recommendation to pair BIPOC children in the same class to foster community
- Plan annual diversity training for all staff
- Begin curriculum audit for diverse content
- Begin creating curriculum that recognizes the US Heritage Months; including Hispanic, Black, Women's, Arab American, Asian-American/Pacific Islanders, Jewish-American, LGBTQ2S+
- Audit school policies & edit to reflect DEI
- Establish BIPOC student affinity group, led by a BIPOC staff person
- Plan 3 events for the TCGIS community to gather, discuss, learn and celebrate the diversity in our school, the Twin Cities, and international communities.
- Display commitment to antiracism in the building and on the website
- Curate diverse books for the TCGIS library
- Evaluate the busing program to increase access to a more diverse student population, within the transportation budget
- Implement collaborative projects with the JCRC (Jewish Community Relations Council) for Yom HaShoah and Genocide Awareness Month/April
- Discuss school year having no-school days on Jewish and Islamic holidays, just as Christmas is off each year, as part of full calendar review with diversity & belonging in mind

Financial Sustainability (SY 21-22)

- Coordinate charter school funding advocacy campaign with MACS
- Research and establish fundraising targets for Capstone scholarship fund
- Determine feasibility of ZfA funding a second teacher to focus on curriculum and teaching strategies for DaF (German as 2nd language for new students in higher grades)
- Launch Capital Campaign to raise money for improvements for the original school building, and other enhancements to the campus
- Plan TCGIS Wintermarkt fundraising and community event
- Evaluate 1 new revenue idea with business plan

- Gather feedback and evaluate creating a TCGIS Foundation and in creating an Endowment Fund associated with that Foundation.
- Create and implement policy and procedure for supporting teachers and staff with tuition reimbursement for graduate school. Define the process for reimbursement program application, selection and budgeting.

SY 22-23 Milestones

Innovative Teaching & Learning (SY 22-23)

- Complete curriculum audit of scope and sequence and recommend changes
- Field trips are expanded to educational overnight experiences, emulating the culture in German schools, *Klassenfahrt*, in grades 1 and up.
- MCA and DSD-1 scores demonstrate the success of the TCGIS education to prospective families
- Finalize work on internal scope and sequences for teachers
- Review updated MN standards and DaF Rahmenlehrplan standards
- Implement standards-based grading
- Complete study skill standard implementation
- Complete the "bridge" between 4th & 5th grade in standards being taught, language and study skills
- Create additional German immersive environments in the school and finalize this initiative
- Implement cultural standards
- Finalize implementing the new and improved enrichment program
- Continue collaborating with Sped Director on reviewing and adjusting IEPs to ensure accommodations are appropriate and provided (DSD I; Capstone exchange, etc.)
- Investigate K-8 International Baccalaureate World School primary years program (PYP) for fit and alignment to TCGIS educational program; determine whether to be authorized or not

School Culture & Engagement (SY 22-23)

- Maintain 3 classes in all grades, K-8, through student retention & recruiting
- TCGIS hosts an immersion conference
- Approx 90% teacher retention: no more than 5-7 teachers leaving
- Establish community volunteerism group
- Market the opportunity for language immersion specialists and EAs as pathways to becoming licensed TCGIS teachers
- TCGIS hosts 5-year reunion for class of '18 and 10-year Reunion for Class of '13
- Alumni becomes member of Curriculum Advisory Committee
- Implementation of best SPED management model
- Increase number of applications per grade from SY21-22

Diversity & Belonging (SY 22-23)

- Complete curriculum audit for diversity content and recommend changes
- Implement curriculum recognizing US Heritage months
- Plan an international fest with other culture and language immersion

schools in the metro area (similar to our former Carnival of Cultures and the Concordia Language Villages International Day) - bringing together students & families of all these schools through song, dance, arts-and-crafts, etc.

- Plan 3 events for our community to gather, discuss, learn and celebrate the diversity in our school, the Twin Cities, and international communities.
- Determine if TCGIS can offer a sliding scale Kinderclub pay structure to make it more affordable for lower income families that do not qualify for free/reduced lunch
- Increase retention of BIPOC students at TCGIS from previous year
- Increase percent of nonwhite students from previous year
- Increase percent of nonwhite staff members from previous year

Financial Sustainability (SY 22-23)

- Create strong alumni connection and use to support fundraising
- Evaluate 2 revenue ideas with business plans
- Establish TCGIS Foundation if determined feasible and favorable; launch Endowment Fund aligned with TCGIS Foundation
- Benchmark fundraising to other schools and determine goal annual amount based on 648 students
- Establish new professional roles to run new revenue-generating programs
 - i.e. Summer Camp Coordinator
 - TCGIS Foundation director
 - Deutsch als Fremdsprache (DaF) coordinator
 - Outreach/Community Development & Volunteerism coordinator
 - Others as needed

SY 23-24 Milestones

Innovative Teaching & Learning (SY 23-24)

- Curriculum is augmented with methods, guidelines, and plans for all educators to teach the unique elements of US history and modern social justice issues.
- All educators are provided curriculum to teach with the German lens of post-WWII/Holocaust Germany, engaged world citizenship, and prioritization of sustainability.
- TCGIS recognized by MACS with Innovation Award

School Culture & Engagement (SY 23-24)

- Maintain 3 full classes in all grades, K-8, through student retention & recruiting
- TCGIS alumni join as TCGIS teachers
- Approx 90% teacher retention
- Program to regularly send teachers to Germany for conferences, etc. is established
- TCGIS hosts 5-year reunion for class of '19 and 10-year reunion for Class of '14
- Increase number of application per grade from SY22-23

Diversity & Belonging (SY 23-24)

- Create opportunities for our community to gather, discuss, learn and celebrate the diversity in our school, the Twin Cities, and international communities.
- Increase retention of BIPOC students at TCGIS from previous year
- Increase percent of nonwhite students from previous year
- Increase percent of nonwhite staff members from previous year

Financial Sustainability (SY 23-24)

- Establish college scholarship program for alumni
- Evaluate two additional revenue ideas with business plans
- Establish additional professional roles to support successful or new revenue-generating programs as needed

SY 24-25 Milestones

Innovative Teaching & Learning (SY 24-25)

- MCA and DSD-1 scores demonstrate the success of the TCGIS education to potential families, and improved over previous years

School Culture & Engagement (SY 24-25)

- Maintain 3 full classes in all grades, K-8, through student retention & recruiting
- Approx 90% teacher retention
- We have more teachers with 5, 10, 15, 20+ years of service than teachers in years 1-3, and proactively increased revenue to support this.
- TCGIS hosts 5 year reunion for class of '20 and 10 year Reunion for Class of '15
- Increase number of applications per grade from SY23-24

Diversity & Belonging (SY 24-25)

- Increase retention of BIPOC students at TCGIS from previous year
- Increase percent of nonwhite students from previous year
- Increase percent of nonwhite staff members from previous year

Financial Sustainability (SY 24-25)

- Use new revenue streams to increase teacher pay and professional development opportunities
- Expand and grow TCGIS Foundation and Endowment Fund
- Use fundraising to fund a capstone scholarship fund to support families unable to pay the full price, the intern project, and provide scholarships for alumni who choose to major in disciplines related to the vision of multilingual global citizenship in college.

SY 25-26 (Q1,Q2) Milestones

Innovative Teaching & Learning (SY 25-26)

- 90% parent satisfaction with the education TCGIS provides
- 95% 8th graders pass the DSD-1 exam
- Write the strategic plan for Vision 2030

School Culture & Engagement (SY 25-26)

- Maintain three full classes in all grades, K-8, through student retention & recruiting
- Approx 90% teacher retention
- We have more teachers with 5, 10, 15, 20+ years of service than teachers in years 1-3, and proactively increased revenue to support this.
- TCGIS hosts 5-year reunion for class of '21 and 10-year Reunion for Class of '16
- Write the strategic plan for Vision 2030

Diversity & Belonging (SY 25-26)

- Increase retention of BIPOC students at TCGIS from previous year
- Increase percent of nonwhite students from previous year
- Increase percent of nonwhite staff members from previous year
- Write the strategic plan for Vision 2030

Financial Sustainability (SY 25-26)

- TCGIS no longer receives increased revenue through increased student enrollment. Despite this, TCGIS has established new revenue streams to offer competitive teacher pay, yearly wage increases, and professional development opportunities
- Fundraising provides a capstone scholarship fund, funds the intern project, and provide scholarships for alumni who choose to major in disciplines related to the vision of multilingual global citizenship in college
- TCGIS Foundation and Endowment Fund are operating and growing.
- Write the strategic plan for Vision 2030

Glossary

BIPOC- Black, Indigenous, People of Color

DaF- Deutsch als Fremdsprache- German as a foreign language, extra support for students entering school in higher grades

DSD-1- Deutsch sprach diplom- German speaking diploma- test 8th graders take to demonstrate German proficiency; test administered by German government

IEP- Individualized education plan

GAI- German American Institute

GACC- German American Chamber of Commerce

JCRC-Jewish Community Relations Council

LGBTQ2S+-Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, Two-Spirit and additional sexual orientations and gender identities

MCA- Minnesota Comprehensive Assessments

NAACP-National Association for the Advancement of Colored People

SPED- Special Education

SPPS- Saint Paul Public Schools

ZfA- Zentralstelle für das Auslandsschulwesen- German government central agency for schools abroad

Link: [Appendix](#)

with TCGIS statement of Equity, Diversity and Belonging
and Board committee charters