



Local Literacy Plan Template: 2024-25 School Year

To support every child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency, a school district or charter school must adopt a local literacy plan that describes how they are working to meet that goal. A district must update and submit the plan to the commissioner by June 15 each year [Minn. Stat.120B.12, subd. 4a \(2023\)](#). With the purpose of assisting districts and charter schools, the Department of Education has developed this Local Literacy Plan template. The Local Literacy Plan must be approved by the Superintendent and posted to the district or charter school’s website annually.

District or Charter School Information

District or Charter School Name and Number: #4078 Twin Cities International Schools

Date of Last Revision: June 2024

Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals [Minn. Stat. 120B.12 \(2023\)](#).

District or Charter School Literacy Goal

Literacy Goals for Twin Cities International Schools for the 2024-25 school year are focused around tiered literacy supports rooted in RtI/MTSS research.

- A lead literacy coordinator will focus on improving tier 1 literacy instruction for all literacy teachers including literacy across content areas especially for students in grades 6-8.
- Teachers in grades K-2 will continue to use UFLI foundations program for all students.
- All eligible employees in phase 1 will participate in school sponsored READ ACT training with CARIEALL throughout the school year as embedded into the school’s professional development plan and board approved calendar.
- TCIS will continue implementation of its tier 2 literacy interventions utilizing academic education assistants directed, trained and monitored by the lead literacy coordinator and the data coordinator. UFLI Decodable Text and Phonics intervention programs as well as one-on-one reading corps interventions will be used for tier 2 literacy interventions in grades K-5.

- A 6-8 literacy interventionist will be hired to provide small group literacy intervention as part of elective courses based on which students are assigned to for a quarter based on MCA and MAP testing data. This program will use Amplify Boost Reading program. One on One literacy interventions will also be conducted by academic education assistants directed, trained and monitored by the lead literacy coordinator and the data coordinator. One-on-one reading corps interventions will be used for tier 2 literacy interventions in grades 6-8.
- TCIS will continue to use the DIBELS 8th Edition tool as its universal screener. The COREPhonics survey as well as MAP strand data will be used for secondary screening tools.

Universal and Dyslexia Screening

Identify which screener system is being utilized:

- mCLASS with DIBELS 8th Edition
- DIBELS Data System (DDS) with DIBELS 8th Edition
- FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

Grades K-3 Screeners

Indicate in the chart below the assessment(s) used for universal and dyslexia screening for grades K-3 students, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
mCLASS with DIBELS 8th Edition	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)
DIBELS Data System (DDS) with DIBELS 8th Edition	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	<input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)
MAP Reading Growth	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) Gr. 1-3 ONLY <input checked="" type="checkbox"/> Winter

	<input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension		(optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
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Grades 4-12 Screeners

For students who do not demonstrate mastery of foundational reading skills, indicate in the chart below the assessment(s) used for universal and dyslexia screening, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades 4-12)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Name of Screener: MAP Reading Growth	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
Name of Screener: Core Phonics Survey	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input type="checkbox"/> Winter (optional) <input type="checkbox"/> Last 6 weeks of School (Spring)
Name of Screener: DIBELS Data System (DDS) with DIBELS 8th Edition	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10	<input checked="" type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)

	<input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12			
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Parent Notification and Involvement

Parents are notified throughout the school year on student academic progress. Initially, parents are sent ISR from MN statewide assessments in September of each school year. Once Fall screeners and assessments are completed, parents are shared that data and student progress during Fall conferences. Parents are notified by phone from the grade level EA regarding one on one pull out intervention service if needed based on previous spring test scores. Students receiving tier 2 small group intervention will be pulled during the school-wide intervention block called Masterminds. Parents are then notified about progress or concern at the semester end and Winter parent conferences. Updated data is shared with all parents at this time. Additionally, parents are informed if a student progresses through a child study process when additional services are discussed such as referrals for additional testing through the special education department. Parents are once again shared preliminary ISRs following spring state testing and again on final report cards which includes a data sheet with assessment scores.

During any of these meetings various strategies are shared with families regarding time spent on reading, flash cards and things parents can do at home to help students. Additional online resources are also provided by the school as options for parents who seek these such as IXL, Epic Books, Starfall, ABC Mouse, etc... The lead literacy coordinator and classroom teacher sit in on these meetings with parents. In addition, outside resources such as tutoring centers and other resources are shared.

Student Summary Level and Dyslexia Screening Data 2023-24 School Year

For districts currently using one of the three approved screeners, if able, please include benchmark data in this submission. For those transitioning to an approved screener, you will submit data in June 2025.

Summary Data Kindergarten through 3rd Grade

For grades kindergarten through grade three, indicate the number of students:

- universally screened
- students at or above benchmark in the fall and spring.
- students screened for dyslexia
- students identified with characteristics of dyslexia.

Grade	Number of Students Universally Screened in Fall	Number of Students Universally at or Above Benchmark Fall	Number of Students Universally Screened in Spring	Number of Students at or Above Benchmark Spring	Number of Students Screened for Dyslexia	Number Identified with Characteristics of Dyslexia
KG	81	5	80	58	22	7
1 st	94	39	99	71	28	12
2 nd	101	68	106	84	17	10
3 rd	96	55	100	57	32	11

NOTE: For districts or charter schools that have grade levels with a low number of students, public reporting of summary data can result in identification of individual student data. As a standard practice when reporting public data, Minnesota Department of Education (MDE) will not report results if fewer than 10 students participated. In these cases, data may be combined from multiple grades or multiple testing windows to protect student privacy while also providing data for public awareness. In these circumstances, districts or charter schools can set their own minimum reporting number for the purposes of this Local Literacy Plan.

Students Grades 4-12 Not Reading at Grade Level

For grades 4-12, indicate the number of students screened, the number of students not reading at grade level, and the number of students identified with characteristics of dyslexia.

Grade	Total Number of Students	Number of Students Identified as Not Reading at Grade Level	Number of Students Screened for Dyslexia	Number of Students Identified with Characteristics of Dyslexia
4 th	109	86	57	19
5 th	103	67	36	9
6 th	112	65	42	17
7 th	109	89	63	23
8 th	111	77	47	11
9 th				
10 th				
11 th				
12 th				

- ***TCIS only serves students through 8th grade***

See NOTE, under Summary Data Kindergarten through 3rd Grade, above.

Core Reading Instruction and Curricula Grades K-5

Please indicate the curricula used for core reading instruction at each grade level. Include a description of how the curricula is used and the model of delivery.

Grade	Implemented Curricula	Description of Curricula Use (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction)
KG	Ready GEN/UFLI	Foundational Skills and Comprehensive	UFLI – 30 min Whole Group –35 min Small Group – 20 Writing - 30
1 st	Ready GEN/UFLI	Foundational Skills and Comprehensive	UFLI – 30 min Whole Group –40 min Small Group – 30 Writing - 30
2 nd	Ready GEN/UFLI	Foundational Skills and Comprehensive	UFLI – 30 min Whole Group –35 min Small Group – 30 Writing - 30
3 rd	Ready GEN	Comprehensive	Whole Group –35 min Small Group – 30 Writing - 30
4 th	Ready GEN	Comprehensive	Whole Group –50 min Small Group – 30 Writing - 25
5 th	Ready GEN	Comprehensive	Whole Group –40 min Small Group – 30 Writing - 25

Core ELA Instruction and Curricula Grades 6-12

Grade	Implemented ELA Curricula	Description of Curricula Use (e.g. comprehension, vocabulary, writing)	Instructional Delivery Model (e.g. class period length, block schedule, IB, AP)
6 th	Wit & Wisdom	Comprehensive	Class Period – 65 min
7 th	Wit & Wisdom	Comprehensive	Class Period – 65 min
8 th	Wit & Wisdom	Comprehensive	Class Period – 65 min
9 th			
10 th			
11 th			
12 th			

- *TCIS only serves students through 8th grade*

Data-Based Decision Making for Literacy Interventions

At the K-5 program level TCIS uses a tiered system for literacy interventions. TCIS has been working on its tiered systems of support through the Professional Learning Communities and Solution Tree RtI models. TCIS attends summer PLC at Work trainings and specialty RtI at Work institutes.

“Response to Intervention (RTI/MTSS) is proven to be the best way to systematically respond when students don’t learn. According to acclaimed researcher John Hattie, RTI has an exceptional impact rate of 1.29 standard deviations of growth per year, which is equivalent to two to three grade levels of growth in a single school year (2020). RTI is not a series of implementation steps to cross off on a list, but an ongoing, collaborative process to ensure each child receives the time and support needed to achieve success. Our RTI at Work™ approach—which is built upon the proven PLC at Work® process—leverages the expertise of the entire school staff to ensure high levels of achievement for all students.” Taken from RtI @ Work Summit overview <https://www.solutiontree.com/rti-at-work-summit.html>

TCIS leadership staff are scheduled to attend the summer of 2024 Compass learning institute.

Tier 1 interventions are completed in the classroom by the classroom teacher. These can be done as whole or small group instruction and are most often based on data collected within the classroom. However, based on DIBELS Universal Screener data (Gr K-2) and MCA data, students not meeting grade level expectation are given the COREPhonics survey. If more than 50% of a class shows a need in any one area, then whole group instruction using UFLI is done. Instructional coaches and the lead literacy coordinator monitor fidelity, review data and work together with the teacher to make decisions weekly around provided instruction.

Students identified for Tier 2 interventions based on data points references above, receive their intervention time during a school-wide RtI time called Masterminds. These interventions are facilitated by trained academic educational assistants (AEA) and range from one-on-one reading corps interventions to small group UFLI Phonics and decodable reader programs. Students must receive a passing benchmark score 3 times in a row to move out or onto a different intervention. Benchmarks are done weekly. The lead literacy coordinator monitors fidelity along with support from the data coordinator who meets weekly with this AEA team and lead literacy coordinator.

At the middle school level, students who receive MCA scores in the Does Not Meet category are assigned during first semester to an elective class that meets twice a week as a small group literacy intervention. This program uses the Amplify Boost reading program. A licensed teacher monitors students as they progress through the program and holds one on one or even smaller group sessions around identified areas of need within the program. The lead literacy coordinator monitors fidelity along with support from the data coordinator who meets bi-weekly with the teacher and lead literacy coordinator.

Professional Development Plan

TCIS has partnered with CARIEALL to deliver the structured literacy training in MN also known as the READ ACT. TCIS phase 1 employees will begin this work in August of 2024 with monthly modules culminating in June of 2025.

Twin Cities International Schools #4078	Asynchronous PD Time	Live 2- hour session & Time	
Module 1	Fri. Aug 23, 2024	Wed. Sept. 18, 2024	1-3pm
Module 2	Wed. Oct. 16, 2024	Wed. Oct. 30, 2024	1-3pm
Module 3	Tues. Nov. 5, 2024	Wed. Nov. 20, 2024	1-3pm
Module 4	Thurs. Jan. 4, 2025	Thurs. Jan. 23, 2025	1-3pm
Module 5	Fri. Feb. 7, 2025	Thurs. Feb. 27, 2025	10-12pm
Module 6	Fri. Mar. 7, 2025	Wed. Mar. 20, 2025	1-3pm
Module 7	Mon. Apr. 7, 2025	Wed. Apr. 30, 2025	1-3pm
Module 8	Fri. May 9, 2025	Mon. June 9, 2025	8-10am

TCIS will employ a lead literacy coordinator as well as primary, intermediate, and middle school instructional coaches along with a data coordinator to oversee the implementation of the structured literacy training elements. TCIS has already adopted the use of UFLI for foundation skills and based on knowledge gained through the CARIEALL training as well as MDE approved literacy curriculum, TCIS will make informed decisions regarding future curriculum materials. TCIS may opt to move its literacy curriculum adoption up a year or two based on the information gained and TCIS data analysis with its current program. Data is collected through multiple measures such as DIBELS, MAP, MCA and UFLI assessments as well as COREPhonics survey and one on one reading corps intervention data points. Teacher observations by instructional coaches with a focus on the implementation of new learning around structured literacy and feedback meetings with the lead literacy coordinator will be held following each module.

Provide the number of educators who have met the Minnesota READ Act professional development requirements through previous training, those who are currently in training, and those who still need training.

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction				
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	21	0	0	21
Grades 4-5 (or 6) Classroom Educators (if applicable)	8	0	0	8
K-12 Reading Interventionists	1	0	0	1
K-12 Special Education Educators responsible for reading instruction	7	0	0	7
Pre-K through grade 5 Curriculum Directors	6	0	0	6
Pre-K through grade 5 Instructional Support Staff who provide reading support	6	0	0	6

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Grades 4-12 Classroom Educators responsible for reading instruction	9	0	0	9
Pre-K through 12 Educators who work with English learners (Licensed ELL teachers)	Already in Phase 1	0	0	0
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	N/A	N/A	N/A	N/A
Grades 6-12 Instructional support staff who provide reading support	11	0	0	11
Grades 6-12 Curriculum Directors	1	0	0	1
Employees who select literacy instructional materials for Grades 6-12	Already in Phase 1	0	0	Already in Phase 1

Action Planning for Continuous Improvement

Describe what needs to be refined in the district or charter school's implementation of evidence-based literacy instruction. Provide a description of the next steps the district or charter school will take to improve implementation of evidence-based literacy instruction.

TCIS plans to begin learning about the MnMTSS program in the summer of 2025 since it will be completing its phase one of READ ACT training during the 2024-25 school year. TCIS will continue to work on more resources to provide intervention support for middle school students outside of core content required classes. TCIS also plans to work on financial solutions to provide these resources and staff with the loss of ESSER funds.