



# **Twin Cities International Schools (#4078)**

## **Title I Schoolwide Plan & Comprehensive School Improvement Strategy**

**School Year:** 2025–2026

**Developed by:** TCIS Leadership Team in collaboration with staff, families, and community stakeholders

**Reviewed and Approved by:** Executive Director, K-8 Principal, and K-8 Assistant Director of Learning & Teaching, & K-8 Assistant Director of Literacy (Lead Literacy Coordinator: SFA District Coordinator).

### **I. Purpose and Overview**

Twin Cities International Schools (TCIS), a K–8 public charter school in Minneapolis, operates a Title I Schoolwide Program designed to upgrade the entire educational program to improve learning outcomes for all students—particularly those most at risk of academic failure. The plan integrates Title I funds with other federal, state, and local resources to ensure equitable access to high-quality instruction, improve school climate, and strengthen family and community partnerships.

### **II. Comprehensive Needs Assessment (CNA)**

**Timeline:** August 2024 – June 2025

#### **Methods Used:**

- Review of MCA (Minnesota Comprehensive Assessments) and ACCESS for ELLs results (3-year trend)
- Classroom walkthrough data and instructional observations
- Student attendance, discipline, and engagement data
- Staff, parent, and student surveys
- Family engagement participation logs
- Focus groups with teachers, paraprofessionals, and parents

#### **Key Findings: Presented by the Data Coordinator**

##### **1. Academic Gaps:**

- Reading proficiency at 31.8% (state avg. 47.6%); math proficiency at 35.8% (state avg. 50%)

- English Learners (ELs) and students receiving special education services show slower growth on the MCA, but outperform the State average in EL subgroups.
- 2. **Instructional Needs:**
  - Need for more differentiated, data-driven instruction and literacy/math interventions.
- 3. **Climate and SEL:**
  - Increase in behavioral referrals in Grades 5–8; need for trauma-informed and restorative practices.
- 4. **Family Engagement:**
  - Parent participation is improving but still below 60% in academic-focused events, not including parent-teacher conferences that are well attended >80%.

### III. Schoolwide Program Overview: Leadership Team

TCIS will use Title I funds to serve **all students** by strengthening core instruction, expanding academic supports, and improving social-emotional learning (SEL) and climate.

#### Integration of Resources:

- **Federal:** Titles I, II, III, IV
- **State:** General Education Revenue, Compensatory Revenue, ADSIS
- **Local:** Community partnerships (e.g., Somali Museum, local universities, and mentoring organizations)

### IV. Schoolwide Strategies & Activities: Instructional Leadership Team

Focus Area	Strategies/Activities	Expected Outcomes	Responsible Staff	Timeline
<b>1. Strengthening Core Instruction</b>	Implement structured science and reading-based literacy	Increase reading proficiency by 8% and math proficiency by 9%, and reduce the number of students below grade level.	Instructional Coaches, Interventionists, Classroom Teachers	Fall 2025 – Ongoing
<b>2. Professional Development</b>	Provide PD on WIDA Content & Math Compass for data-driven instruction, SEL integration (Structured Literacy).	100% of teachers implement evidence-based strategies; improved classroom differentiation.	Academic Director, Assistant Directors, & Data Coordinator.	Based on School Calendar (Aug, Nov, Jan, Apr, & June)
<b>3. Social-Emotional</b>	Adopt to strengthen the PBIS framework through	Decreased behavior referrals	Deans, Counselors, SEL	Sept 2025 – Ongoing

Focus Area	Strategies/Activities	Expected Outcomes	Responsible Staff	Timeline
<b>Learning (SEL) &amp; School Climate</b>	RCD grades 6-8. Getting along K-8, and Second Step K-5.	by 20%; improved student engagement survey scores.	teacher, & Principal	
<b>4. Family &amp; Community Engagement</b>	Host Parent Academies (5 Saturdays annually) and parent workshops (literacy, math, SEL, college readiness). Include families in plan review and decision-making.	50% family participation; improved communication and trust.	Family Engagement Coordinator, Title I Team	Oct 2025, Nov 2025, Mar 2026, May 2026
<b>5. English Learner &amp; Special Populations Support</b>	Provide bilingual instructional support, co-teaching models, and after-school tutoring. Integrate EL strategies across all subjects.	EL student growth on ACCESS increases by 5%; improved MCA results.	EL Coordinator, Special Education Team, Tutors	Throughout the School Year
<b>6. Technology Integration</b>	Use adaptive learning tools (e.g., Lexia, Freckle Summit K-12) to support differentiated instruction.	Improved student engagement and progress monitoring data.	Instructional Technology Specialist, Teachers	Ongoing

## V. Family and Community Engagement: Parent-Community Liaisons

- **Planning:** Families participate in the Title I annual meeting, CNA review, and plan development.
- **Communication:** Translated materials in Somali, Arabic, Oromo, and English.
- **Input & Review:** Family feedback collected via surveys, conferences, and advisory councils.
- **Transparency:** Plan posted on TCIS website and shared at annual parent meeting.

## VI. Staff Capacity Building: Assistant Directors of Learning & Teaching & Lead Literacy Coordinator

- Ongoing coaching and collaboration through Professional Learning Communities (PLCs)
- Biweekly grade-level data meetings for progress monitoring
- Support for new teachers through mentoring and peer observation cycles
- Summer leadership forums focused on equity, inclusion, and instructional improvement

## VII. Annual Evaluation: District Leadership Team

### Process:

Each June, TCIS will evaluate the Title I Schoolwide Plan by reviewing:

- Student achievement data (MCA, NWEA, FastBridge (2025-2026), ACCESS)
- Staff and family surveys
- Intervention and program participation data
- Budget and resource allocation effectiveness

**Responsible Team:** Executive Director, Academic Director, Federal Title Funds Coordinator, and Assistant Directors.

**Outcome:** Adjust goals and strategies annually to ensure continuous improvement and equity of outcomes for all learners.

## VIII. Timeline Summary

Phase	Major Activities	Timeline
Needs Assessment & Stakeholder Input	Data review, surveys, and CNA report	Aug 2024 – June 2025
Plan Development & Approval	Draft plan, stakeholder review, Board approval	July – Aug 2025
Implementation	Carry out strategies & monitor progress	Sept 2025 – June 2026
Evaluation & Revision	Review data, update plan	June – July 2026

## IX. Signatures

Executive Director: \_\_\_\_\_

Federal Title Funds Coordinator: \_\_\_\_\_

Date Approved: September 25, 2025.