



## Twin Cities International Schools (#4078)

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

Twin Cities International Schools (#4078)

Title I Schoolwide Plan & Comprehensive School Improvement Strategy

School Year: 2025–2026

#### **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.

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

Timeline: August 2024 – June 2025

Methods Used:

- Review of MCA 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:**

1. Academic Gaps: Reading proficiency 38% (state avg. 53%), math 35% (state avg. 50%)
2. Instructional Needs: More differentiated, data-driven instruction.
3. Climate and SEL: Behavioral referrals increasing; need trauma-informed practices.
4. Family Engagement: Parent participation below 60% in academic events.

#### **II. Schoolwide Program Overview**

Integrating Title I, II, III, IV, State, and Local resources to serve all students by strengthening instruction, expanding supports, and improving SEL and climate.

### **III. Schoolwide Strategies & Activities**

1. Strengthening Core Instruction – Implement literacy/math interventions; data cycles every 6 weeks.
2. Professional Development – Data-driven instruction, culturally responsive practices.
3. SEL & Climate – Second Step curriculum, restorative practices, PBIS.
4. Family Engagement – Quarterly Family Learning Nights, translated materials, advisory councils.
5. EL & Special Populations – Co-teaching, bilingual supports, after-school tutoring.
6. Technology Integration – Adaptive tools (Lexia, Freckle, i-Ready).
7. Extended Learning – After-school/summer academic programs.

### **IV. Family and Community Engagement**

Families participate in annual Title I meetings, plan development, and surveys—materials provided in Somali, Arabic, Oromo, and English.

### **V. Staff Capacity Building**

Ongoing PD, PLCs, coaching, mentoring, and summer equity institute.

### **VI. Annual Evaluation**

Reviewed each June using MCA, NWEA, and ACCESS data, with Board oversight.

### **VII. Timeline Summary**

Needs Assessment: Aug 2024 – Jun 2025

Plan Development: Jul – Aug 2025

Implementation: Sep 2025 – Jun 2026

Evaluation & Revision: Jun – Jul 2026

### **VIII. Signatures:**

Executive Director: 

Federal Title Funds Coordinator: 

Date Approved: September 25, 2025