

Minnesota READ Act Literacy Plan

2025-26 Data Submission and 2026-27 Continuous Improvement Plan

For

Twin Cities International Schools (4078-07)

Date Submitted to the State 06/15/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Twin Cities International Schools (4078-07). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2024\)](#). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

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 in order to meet grade level proficiency. [Minn. Stat. 120B.12 \(2024\).](#)

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1. Read Act Goals

District or Charter School Literacy Goals

Twin Cities International Schools (4078-07)'s literacy goal(s) for the 2025-26 school year:

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.

The following was implemented or changed to make progress towards the goal(s):

Success for All Reading was implemented as a comprehensive, schoolwide literacy initiative to support progress toward our literacy goals. Through the use of evidence-based instructional programs including KinderCorner, Reading Roots, Reading Wings, and Reading Edge, students received targeted reading instruction aligned to their instructional needs. Ongoing coaching, professional development, data-driven regrouping, and supplemental interventions such as Lightning Squad and Theme Reads helped ensure students received the support needed to accelerate reading growth. As a result, student achievement increased across grade levels, with many students advancing to higher instructional levels and demonstrating mastery of essential literacy skills.

The following describes how Twin Cities International Schools (4078-07)'s current student performance differs from the literacy goal detailed in the READ Act:

Based on FastBridge Spring aReading data, our student reading achievement is 36.5% proficient. This is below the statewide average and below our stated goal of 40% proficiency.

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Twin Cities International Schools (4078-07)'s literacy goal(s) for the 2026-27 school year:

40% of students attending TCIS will be proficient on the Reading MCA.

The Local Literacy Lead, Jessica Wroblewski, for Twin Cities International Schools (4078-07) has an FTE of 1.00

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:

The District Literacy Lead actively collaborates with both District and School Leadership Teams to support the implementation of evidence-based literacy practices and advance district literacy goals. This includes facilitating professional learning, analyzing student achievement data, monitoring implementation fidelity, and supporting continuous improvement efforts. The Literacy Lead regularly meets with school leaders to review progress, identify instructional priorities, coordinate interventions, and ensure alignment between district initiatives and classroom practices. Through ongoing coaching, communication, and strategic planning, the Literacy Lead helps build leadership capacity and fosters a shared commitment to improving literacy outcomes for all students.

The Local Literacy Lead has an active state license from the allowable licenses list on MDE's Website:

[MDE Read Act Literacy Lead License List](#)

Yes

Yes - The District Literacy Lead has completed an MDE approved READ Act Professional Development Program from the list below:

- CAREIALL (Advancing Language and Literacy - Center for Applied Research and Educational Improvement)
- OL&LA (Online Language and Literacy Academy)
- LETRS (Language Essentials for Teachers of Reading and Spelling)
- CAREIALL Secondary
- Neuhaus Structured Literacy Modules
- OL&LA Secondary
- STRIVE Science of Reading Grades 4-12

Twin Cities International Schools (4078-07) Local Literacy Plan is posted on the district website at

<https://www.twincitiesinternationalschools.org/departments/teaching-and-learning/local-literacy-plan>

2. Screening Tools K-3

The Minnesota READ Act requires that all students in grades K-3 are universally screened for mastery of foundational reading skills and characteristics of dyslexia in Fall, Winter and Spring using an MDE approved screening tool.

Twin Cities International Schools (4078-07) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Twin Cities International Schools (4078-07) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Kindergarten	Vendor Composites using vendor benchmarks	None
	Grade 1	Vendor Composites using vendor benchmarks	None
	Grade 2	Vendor Composites using vendor benchmarks	None
	Grade 3	Vendor Composites using vendor benchmarks	None

The district or charter school conducted oral language screening in the 2025-26 school year?

No

Continuous Improvement for Screening Tools Used in Grades K-3

Twin Cities International Schools (4078-07) will be utilizing the following screening tool(s) in 2026-27:

FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

Twin Cities International Schools (4078-07) will make the following changes to screening tools or criteria in grades K-3 in the 2026-27 school year:

We will add Oral Language screening.

3. Screening Tools 4-12

The Minnesota READ Act requires that all students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia using an MDE approved screening tool.

The district or charter school administered the MDE approved grades 4-12 READ Act screening tool Capti ReadBasix in the 2025-26 school year.

Yes

Students in grades 4-12 not reading at grade level were identified through the following process:

Two-step screening process: Step 1, A district determined tool was used to identified students not reading at grade level. Step 2, Capti ReadBasix was administered to identified students.

The table below details the screening tool(s) used by Twin Cities International Schools (4078-07) to screen for characteristics of dyslexia and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
Capti ReadBasix	Grade 4	1 time per year	Vendor Benchmark
	Grade 8	1 time per year	Vendor Benchmark
	Grade 5	1 time per year	Vendor Benchmark
	Grade 6	1 time per year	Vendor Benchmark
	Grade 7	1 time per year	Vendor Benchmark

For the 2025-26 school year, MDE required the following Capti ReadBasix subtests be administered to students in grades 4-12 who were not reading at grade level:

- Word Recognition and Decoding
- Vocabulary
- Morphology
- Reading Efficiency

The following subtests were recommended in the 2025-26 school year and will be required in 2026-27:

- Sentence Processing
- Reading Comprehension

Twin Cities International Schools (4078-07) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

No

Continuous Improvement for Screening Tools Used in Grades 4-12

Twin Cities International Schools (4078-07) will make the following changes to screening tools or criteria in grades 4-12 in the 2026-27 school year:

We will administer the Capti ReadBasix assessment 3 times during the 2026-27 school year.

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Twin Cities International Schools (4078-07) resulted in the following number of students screened and scoring at or above benchmark at each screening time point:

Grade	Number of Students Universally Screened: Fall	Number of Students at or Above Benchmark: Fall	Number of Students Universally Screened: Winter	Number of Students at or Above Benchmark: Winter	Number of Students Universally Screened: Spring	Number of Students at or Above Benchmark: Spring
Kindergarten	0	CTSTR	49	12	77	19
1st	83	29	87	29	82	31
2nd	86	44	89	48	91	46
3rd	105	47	107	36	106	43

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

5. Dyslexia Screening Summary Student Counts K-3

The following section describes how Twin Cities International Schools (4078-07) engaged in screening for characteristics of dyslexia, and the number of students demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Twin Cities International Schools (4078-07) uses the following criteria to identify students demonstrating characteristics of dyslexia:

Vendor Composites using vendor benchmarks

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	74	18
1st	85	13
2nd	90	3
3rd	108	5

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

Twin Cities International Schools (4078-07) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Gated: Oral Reading Fluency Words Correct Per Minute and Accuracy rate were used to determine which students received the Nonsense Words subtest as required by MDE

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Twin Cities International Schools (4078-07) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Grade	Total Number of Students in Grade Level	Number of Students Administered District Step 1 Tool (If no Step 1 tool used then enter zeros (0) in this column)	Number of Students Administered Capti ReadBasix	Number of Students Demonstrating Reading Difficulties (Reporting Optional in 2026)	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	108	98	98	33	9	0
5th	108	101	99	31	3	0
6th	113	105	108	36	7	0
7th	100	97	94	18	4	0
8th	112	106	103	21	4	0
9th	0	0	0	CTSTR	CTSTR	0
10th	0	0	0	CTSTR	CTSTR	0
11th	0	0	0	CTSTR	CTSTR	0
12th	0	0	0	CTSTR	CTSTR	0

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

7. Data-Based Decision Making for Action

READ Act screening data should be the basis for data-based decision making to determine which students need more support in reading. This could include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

Twin Cities International Schools (4078-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

The TCIS Literacy Lead and Data Coordinator used a comprehensive, evidence-based process to ensure that literacy instruction and intervention are closely matched to student needs. Students were assessed using Success for All placement assessments and ongoing formative assessments to determine their instructional reading levels and identify specific areas of strength and need. Based on assessment results, students were grouped by instructional level rather than grade level, allowing teachers to provide targeted instruction that meets students where they are in their reading development. Student progress was continuously monitored through lesson mastery checks, quarterly assessments, tutoring progress reports, and classroom performance data. School leadership teams, literacy staff, and teachers regularly reviewed these data to evaluate student growth, adjust instructional groupings, and identify students who may require additional support or enrichment. Students who were not making expected progress received targeted interventions through evidence-based programs such as Lightning Squad and Theme Reads, while students demonstrating mastery are advanced to more rigorous instructional levels. This ongoing cycle of assessment, data analysis, instructional decision-making, intervention, and regrouping ensures that every student receives the appropriate level of support and that literacy instruction remains responsive to individual learning needs.

The processes for monitoring fidelity and differentiating Tier 1 instruction include:

Fidelity of Tier 1 literacy instruction is monitored through a consistent cycle of observation, coaching, data review, and teacher reflection. School and district literacy leaders conduct regular classroom walkthroughs and formal observations using implementation checklists aligned to the Success for All model and evidence-based literacy practices. These tools focus on key components such as explicit instruction, student engagement, pacing, use of routines and materials, and adherence to lesson structures. Teachers also participate in collaborative data meetings and coaching conversations where instructional practices and student outcomes are reviewed together. Lesson plans, assessment data, and student work samples are examined to ensure instruction is being delivered as intended and producing the desired impact. Ongoing professional development and follow-up coaching provide additional support when areas for improvement are identified.

Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:

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Students are considered for Tier 2 (supplemental) and Tier 3 (intensive) reading interventions through a systematic review of multiple data sources. At the elementary level, students who perform below benchmark expectations on universal screening assessments, demonstrate limited progress on classroom and Success for All assessments, or fail to meet mastery criteria during core instruction are identified for additional support. Intervention decisions are made by grade-level teams, literacy staff, and school leadership through regular data review meetings. Students requiring supplemental support are placed in Tier 2 interventions, such as Lightning Squad or Theme Reads, which provide targeted instruction in specific literacy skill areas. Students who demonstrate significant reading deficits, limited response to Tier 2 interventions, or substantial gaps in foundational literacy skills may be referred to Tier 3 interventions, which provide more intensive, individualized support with increased instructional time and progress monitoring. At the secondary level, entrance into Tier 2 and Tier 3 interventions is based on a review of universal screening data, reading achievement data, classroom performance, state assessment results, and teacher recommendations. Students performing significantly below grade-level expectations or demonstrating persistent literacy difficulties receive targeted interventions designed to address identified skill deficits. Intervention teams regularly review student progress data to determine whether students should continue, intensify, modify, or exit intervention services. Across both elementary and secondary levels, intervention placement decisions are data-driven and include ongoing progress monitoring to ensure that instructional supports are matched to student needs. Students may enter or exit intervention services throughout the school year based on demonstrated growth, mastery of targeted skills, and responsiveness to intervention.

Progress monitoring data collection for students in Tier 2 occurs:

Once a week

Progress monitoring data collection for students in Tier 3 occurs:

More than once a week

The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:

TCIS uses a systematic K-8 progress-monitoring process to determine the effectiveness of Tier 2 (supplemental) and Tier 3 (intensive) reading interventions and to guide decisions regarding intensification, modification, continuation, or exit from intervention services. Students receiving interventions are monitored using multiple sources of data, including universal screening assessments, curriculum-based measures, progress-monitoring assessments, classroom performance data, intervention-specific assessments, and teacher observations. At the elementary level, students participating in interventions such as Success for All tutoring programs are monitored regularly through mastery assessments, tutoring progress reports, and quarterly regrouping assessments. Interventionists, classroom teachers, literacy staff, and school leadership teams review student data every 4-6 weeks to evaluate growth toward targeted literacy goals. Students demonstrating insufficient progress may receive increased intervention time, smaller instructional groups, more explicit instruction, or additional evidence-based intervention supports. At the middle school level, intervention teams review progress-monitoring data, course performance, benchmark assessments, and state assessment results at regular intervals to evaluate student response to intervention. Students who are not making

adequate progress may receive more intensive interventions, additional instructional time, individualized support, or modifications to intervention strategies based on identified needs. Across all grade levels, data-review teams use decision rules based on student growth trends, rates of improvement, and progress toward benchmark expectations to determine whether interventions should be maintained, intensified, modified, or discontinued. This ongoing cycle of progress monitoring, collaborative data analysis, and instructional adjustment ensures that interventions remain responsive to student needs and provide the level of support necessary to improve reading outcomes.

Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include:

Students exit Tier 2 (supplemental) and Tier 3 (intensive) reading interventions when multiple sources of data indicate that they have met established literacy benchmarks and can successfully access grade-level instruction with Tier 1 supports alone. Exit decisions are based on a comprehensive review of student performance, including universal screening results, progress-monitoring data, classroom assessments, intervention-specific assessments, teacher observations, and overall academic performance. At the elementary level, students receiving interventions through programs such as Success for All tutoring are considered for exit when they consistently demonstrate mastery of targeted literacy skills, meet grade-level expectations on progress-monitoring measures, and sustain adequate growth over multiple data review cycles. Students exiting intervention continue to be monitored through classroom assessments and universal screenings to ensure continued success within Tier 1 instruction. At the middle school level, students are considered for exit when data indicate that they are performing at or near grade-level expectations, demonstrating proficiency on targeted literacy skills, and successfully engaging with grade-level coursework without the need for supplemental or intensive support. Exit decisions are made collaboratively by intervention staff, classroom teachers, and school leadership teams based on a review of multiple data sources and evidence of sustained progress. For students receiving Tier 3 interventions, exit may occur through a gradual reduction of support as students demonstrate consistent progress and increased independence. Across both elementary and middle school levels, intervention teams use a data-based decision-making process to ensure that students have achieved sufficient literacy growth before exiting intervention services and that appropriate monitoring continues after services are discontinued.

8. Parent Notification and Involvement

The READ Act legislation requires districts to notify the parents of each student in grade K-3 who are not reading at or above grade level.

Does Twin Cities International Schools (4078-07) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency and method of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	2 times per year	Parent teacher conferences
Grade 1	2 times per year	Parent teacher conferences
Grade 2	2 times per year	Parent teacher conferences
Grade 3	2 times per year	Parent teacher conferences
Grade 4	2 times per year	Parent teacher conferences
Grade 5	2 times per year	Parent teacher conferences
Grade 6	2 times per year	Parent teacher conferences
Grade 7	2 times per year	Parent teacher conferences
Grade 8	2 times per year	Parent teacher conferences

READ Act requires the following information be included in parent notifications:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed

Parent Notifications from the district or charter includes all required information?

Yes

Families or the community are engaged around literacy through the following:

- More than one of the above

9. Tier 1 (Core) Curricular Resources

The Minnesota READ Act requires districts to use evidence-based curriculum materials that are designed to ensure students mastery of literacy skills at each grade level. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE READ Act Curricula Resources-Tier I webpage](#).

Tier 1 (Core) Literacy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Twin Cities International Schools (4078-07), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Implemented Curricula	Curricula Type	Grades Implimented	Instructional Delivery Minutes Per Day
Other Curriculum - Success for All	Comprehensive	Kindergarten	90
	Comprehensive	Grade 1	90
	Comprehensive	Grade 2	90
	Comprehensive	Grade 3	90
	Comprehensive	Grade 4	90
	Comprehensive	Grade 5	90

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: Twin Cities International School (TCIS) selected Success for All as its evidence-based Tier 1 core literacy resource through a comprehensive curriculum review process aligned with the requirements of the Minnesota READ Act and the school's literacy improvement goals. District and school leadership teams analyzed student literacy achievement data, reviewed existing instructional practices, and identified the need for a structured, systematic approach to literacy instruction that would better support the diverse learning needs of students. The curriculum review process included evaluating multiple literacy programs against established criteria, including alignment with the Science of Reading, evidence of effectiveness, support for multilingual learners, comprehensive coverage of foundational reading skills, assessment systems, intervention supports, professional development, and implementation resources. Leadership teams participated in the Minnesota READ Act Curriculum Review Series and used state-approved review tools to assess the extent to which each program met evidence-based literacy requirements. Success for All was selected because it demonstrated strong alignment to structured literacy practices, provided explicit and systematic instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension, and included an integrated assessment and intervention framework. The program's proven research base, schoolwide design, ongoing coaching support, data-driven regrouping process, and embedded intervention resources offered a comprehensive approach to improving

literacy outcomes for all students.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: TCIS selected Success for All as its evidence-based Tier 1 core literacy resource through a comprehensive curriculum review process aligned with the Minnesota READ Act and school literacy goals. District and school leadership teams began by analyzing student literacy data, reviewing achievement trends, and identifying the need for a more structured, systematic, evidence-based approach to reading instruction to better support multilingual learners and close achievement gaps. The selection process occurred over the 2024-2025 school year and included a structured, multi-phase timeline. In fall 2024, leadership teams completed data analysis and needs assessments to identify gaps in literacy outcomes and instructional alignment. Throughout 2024-2025, staff participated in the Minnesota READ Act Curriculum Review Series and evaluated multiple core literacy programs using state-aligned rubrics focused on the Science of Reading, explicit instruction, assessment systems, and intervention support. By spring 2025, pilot analysis and final program comparisons were completed, and Success for All was selected due to its strong alignment with structured literacy, integrated assessment system, and schoolwide intervention model. Late spring 2025 focused on implementation planning, including standards alignment, scheduling structures, and schoolwide expectations for Tier 1 instruction. Summer 2025 was dedicated to staff training and professional development, including onboarding in instructional routines, assessment systems, regrouping processes, and data use protocols. Beginning in the 2025-2026 school year, full implementation launched with ongoing coaching support, weekly data meetings, and collaboration structures to ensure fidelity.

10. Literacy Interventions Resources

The Minnesota READ Act requires districts to use evidence-based intervention materials that are designed to support literacy instruction at each grade K-12. In 2025 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE Intervention Program Review webpage](#).

Literacy Intervention Resources Grades K-12

The following table displays the reading intervention resources utilized by Twin Cities International Schools (4078-07) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	instructional Delivery Minutes
UFLI	Tier 2 & 3	Kindergarten	35
	Tier 2 & 3	Grade 1	35
	Tier 2 & 3	Grade 2	35
	Tier 2 & 3	Grade 3	35
	Tier 2 & 3	Grade 4	35
	Tier 2 & 3	Grade 5	35
Other Resources - Lightning Squad & Theme Reads	Tier 2 & 3	Grade 1	25
	Tier 2 & 3	Grade 2	25
	Tier 2 & 3	Grade 3	25
	Tier 2 & 3	Grade 4	25
	Tier 2 & 3	Grade 5	25
	Tier 2 & 3	Grade 6	25
	Tier 2 & 3	Grade 7	25
	Tier 2 & 3	Grade 8	25

Continuous Improvement for Literacy Intervention Resources

Twin Cities International Schools (4078-07) will make the following changes to literacy intervention resources for the 2026-27 school year:

We may use UFLI interventions in grades 6-8 as well.

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Twin Cities International Schools (4078-07) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$54,131

Amount of Literacy Aid Funds spent in the 2025-26 school year:

\$54,131

READ Act Literacy Aid

The following are details about the one-time READ Act Literacy Aid appropriations.

Twin Cities International Schools (4078-07) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$38,182

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of \$0

Literacy Aid Fund Usage

The following table displays how literacy funds were used in the 2025-26 school year.

Use of Literacy Funds	Type of Funds Used
Contracting or employing a District Literacy Lead	Literacy Aid Funds

12: Professional Development Plan

The Minnesota READ Act requires that districts provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction as approved by MDE. The following section details the district or charter school's professional development plan.

Twin Cities International Schools (4078-07) is using the following approved Phase 1 professional development program(s):

- CAREIALL

Date of expected completion for Phase 1 Professional Development:

06/01/2025

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

Twin Cities International Schools (4078-07) is using the following approved Phase 2 professional development program(s):

- CAREIALL Secondary

Date of expected completion of Phase 2 Professional Development:

09/05/2026

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

The following support is provided to teachers who do not complete the approved training at the vendor recommended 80% proficiency level:

All teachers at TCIS who completed CAREIALL did complete the training at the vendor proficiency level of 80%.

The following fidelity data is collected to ensure that elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension:

TCIS collects multiple sources of fidelity data to ensure that teachers in grades K-8 are implementing systematic, sequential, explicit, and diagnostic evidence-based literacy instruction with consistency and quality. Fidelity monitoring includes scheduled classroom observations conducted each quarter by school administrators, literacy coaches, and Success for All support coaches. These observations use structured walkthrough tools and fidelity checklists aligned to program expectations, focusing on lesson structure, explicit instruction routines, pacing, student engagement, use of diagnostic data, and adherence to the instructional sequence. Each quarter, teachers receive multiple observation and feedback cycles, ensuring ongoing coaching support rather than one-time evaluation. Following observations, coaches and administrators provide targeted feedback, model instructional strategies when needed, and engage teachers in reflective coaching conversations. Success for All support coaches also participate in these cycles to ensure accurate implementation of program components, including lesson delivery, regrouping procedures, assessment use, and intervention alignment. Additional fidelity data are collected through lesson plan reviews, analysis of student progress-monitoring data, mastery checks, and documentation of instructional grouping and intervention

implementation. Leadership teams review this data in regular data meetings to identify trends in implementation quality and to determine if additional coaching or professional development is needed. Together, these multiple quarterly observation cycles, coaching feedback sessions component meetings and data reviews ensure that literacy instruction is consistently aligned to evidence-based practices and that teachers are supported in delivering high-quality, diagnostic, and responsive instruction across all grade levels.

Based on the results of the fidelity data, the following coaching support and feedback is implemented to ensure that all elementary teachers are able to implement explicit, systematic, evidence-based instruction in the following five areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension:

TCIS collects multiple sources of fidelity data to ensure that teachers in grades K-8 are implementing systematic, sequential, explicit, and diagnostic evidence-based literacy instruction with consistency and quality. Fidelity monitoring includes quarterly scheduled classroom observations conducted by administrators, literacy coaches, and Success for All support coaches. These observations use structured walkthrough tools and fidelity checklists aligned to program expectations, focusing on lesson structure, explicit instruction routines, pacing, student engagement, use of diagnostic data, and adherence to the instructional sequence. Each quarter, teachers receive multiple observation and feedback cycles to ensure ongoing coaching support rather than one-time evaluation. Following observations, coaches and administrators provide targeted feedback, model instructional strategies when needed, and engage teachers in reflective coaching conversations. Success for All support coaches also participate to ensure accurate implementation of program components, including lesson delivery, regrouping procedures, assessment use, and intervention alignment. Additional fidelity data include lesson plan reviews, student progress-monitoring data, mastery checks, and documentation of instructional grouping and intervention implementation. Leadership teams review this data in regular meetings to identify trends in implementation quality and determine needed coaching or professional development. Together, these quarterly observation cycles, coaching feedback sessions, and data reviews ensure literacy instruction is consistently aligned to evidence-based practices and that teachers are supported in delivering high-quality, diagnostic, and responsive instruction across all grade levels.

The following changes in instructional practices have impacted students:

The shift to systematic, sequential, explicit, and diagnostic instructional practices across K-8 has had a measurable impact on student literacy outcomes at TCIS. As teachers strengthened fidelity to the Success for All model, particularly in phonics routines, explicit modeling, structured practice, and diagnostic use of assessment data. TCIS students demonstrated increased rates of mastery, skill acquisition, and advancement through instructional levels. A key example of this impact is seen in the implementation of the Reading Roots program at the elementary level. Coaching feedback and classroom observation data indicated that when teachers implemented Roots with higher fidelity and adjusted pacing to allow for more explicit modeling and guided practice, student engagement and mastery improved significantly. These instructional adjustments ensured that foundational skills were taught in a more systematic and sequential manner, allowing students to build confidence and accuracy in early reading skills. As a result of these changes in instructional practice, 65% (112/171) of students who began the year in Roots successfully graduated to Wings by the end of Quarter 4. This outcome reflects the effectiveness of consistent, explicit instruction paired with responsive pacing adjustments and ongoing diagnostic use of student data to guide instruction. Across grade levels,

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teachers' increased use of structured literacy routines, frequent formative assessment, and data-driven regrouping has strengthened intervention alignment and improved student responsiveness to instruction. Collectively, these shifts demonstrate that improved instructional fidelity and the adoption of systematic, explicit, and diagnostic teaching practices have contributed to stronger literacy outcomes and increased student progress within the Success for All framework.

Twin Cities International Schools (4078-07) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

The district has implemented culturally responsive practices by embedding them within its literacy framework and aligning them with the Success for All instructional model to ensure instruction is both rigorous and responsive to the cultural and linguistic backgrounds of students. This work reflects a commitment to equity, high expectations, and practices that affirm students' identities while supporting strong literacy outcomes. Professional learning and coaching are the primary structures supporting implementation. Teachers receive ongoing training in culturally responsive strategies, including building background knowledge, promoting student discourse, using culturally relevant texts, and leveraging students' linguistic strengths. Coaching cycles, classroom observations, and collaborative planning provide ongoing feedback and support, with literacy coaches and Success for All staff modeling and co-teaching as needed. Success for All components naturally support culturally responsive instruction. Getting Along Together (GAT) builds inclusive classroom communities through social-emotional learning and respectful communication. Active Instruction promotes interactive, student-centered learning with frequent opportunities for discourse and meaning-making. Guided Practice provides scaffolded support based on student needs, including language development. Cooperative learning structures encourage peer interaction, accountability, and the sharing of diverse perspectives. Together, these structures embed culturally responsive practices into daily literacy instruction rather than treating them as separate initiatives. Ongoing coaching and fidelity monitoring ensure consistent implementation while supporting student engagement, identity affirmation, and academic achievement across all grade levels.

Twin Cities International Schools (4078-07) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator Community of Practice

The following additional literacy focused professional development opportunities will be provided and may include alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas):

We provided the Structured Literacy (Train the Trainer) for all Paraprofessionals and Content Area teacher and Specialists not covered by the Read Act Careiall training.

13. Professional Development Educator Count

The following tables provide the number of educators in the district or charter school who have met the READ Act professional development requirements, the number who are currently in training and the number who still need training. This training is occurring in phases, the details for which can be found on the

[MDE READ Act Professional Development webpage.](#)

Educator Count Phase 1

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
Fourth and fifth grade teachers (Sixth grade depending on the structure of your elementary school)	8	6	0	2
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	6	0	0	6
Pre-K Classroom teachers Pre-K classroom teachers include Voluntary Prekindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness	0	0	0	0
K-3 Classroom teachers	15	15	0	0
K-12 Teachers holding English as a second language licenses	3	2	0	1
K-12 Reading Intervention Teachers	12	0	0	4
K-12 Special Education educators responsible for foundational reading instruction	1	1	0	0
Pre-K through grade five Curriculum Directors	3	2	0	1

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Employees who select literacy instructional materials for grades pre-K through grade five	2	2	0	0
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Educator Count Phase 2

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
Teachers who provide foundational reading instruction to students in grades 4-12	5	0	5	5
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	0	0	0	0
Employees who select literacy instructional materials for grades 6-12	2	2	0	0
Grades 6-12 Curriculum Directors	3	2	0	1
Grades 6-12 instructional support staff who provide reading support	3	0	0	0

Of the total number of required instructional support staff, contractors, and volunteers from the above charts, the number that have completed the Paraprofessional Structured Literacy Training (PSLT, 8-hours training).

6

The PSLT was provided by:

District PSLT Trainer

14. Multi-tiered System of Supports (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Supports (MTSS) framework. This framework should include a process for:

- monitoring student progress
- evaluating program fidelity, and
- analyzing student outcomes and needs

in order to design and implement ongoing evidence-based instruction and interventions.

[Minn. Stat.120B.12, subd. 4a \(2025\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

Twin Cities International Schools (4078-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

No

Continuous Improvement for Multi-tiered Systems of Supports (MTSS)

Twin Cities International Schools (4078-07) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

We are working with MDE/Brightworks to make changes to MTSS that will be in alignment with the MnMTSS framework.

15. Dual Language Immersion Programs

MDE defines Dual Language Immersion Programs (DLI) as follows: At the elementary level, students are taught for at least 50 percent of the day in a language other than English. At the secondary level, students take two or more classes in the non-English language.

Twin Cities International Schools (4078-07) does not include a DLI Program