



Title I, Part A School Site Plan Summary—Schoolwide Plan

Title I, Part A provides supplemental funds to schools with the highest percentages of children from low-income families to help ensure that all children meet challenging academic standards. **Schoolwide Programs (SWP)** use Title I, Part A funds as part of a comprehensive school improvement effort to elevate the entire educational program of a Title I, Part A funded School. The Elementary and Secondary Education Act (ESEA) describes the requirements in section 1114.

This document serves as the school's summary of the Schoolwide Plan and confirmation that all required Schoolwide elements are in place. This document is added to the school district's or charter school's ESEA Consolidated Application in the Minnesota Education Grants System (MEGS). **This is not the school's actual Schoolwide Plan, which should be made available upon request.**

Local Educational Agency (LEA) and School Identification

LEA Name: Twin Cities International Schools LEA 4-Digit Number: 4078
School Name: Twin Cities International Schools School year to which this plan applies: 26-27

Eligibility to operate a Title I, Part A Schoolwide Program

At the time of becoming a Schoolwide program, the Title I school (select one):

- ☒ identified that at least 40 percent of the school's enrollment were identified as low-income
☐ requested and received a state waiver of the 40 percent requirement

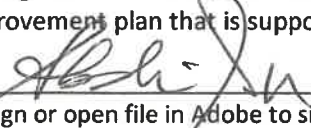
School/Site Leader Certification

The signatory affirms 1) they are the school leader responsible for the development, implementation, and evaluation of the Schoolwide Plan that is summarized in this document, and 2) they can produce upon request documentation to support the information included in this summary.

Printed Name Ismail Ahmed Signature 
(print and sign or open file in Adobe to sign electronically)

LEA Leader Certification

The signatory affirms 1) the school leader completed/reviewed and signed this Schoolwide Plan Summary, and 2) this Schoolwide Plan Summary accurately reflects the school improvement plan that is supported by the LEA.

Printed Name Abdirashid Warsame Signature 
(print and sign or open file in Adobe to sign electronically)

Schoolwide Plan Summary

1. Describe the Schoolwide Plan to improve the educational program for all students. Include all of the school improvement work that is part of the plan, regardless of funding (state, local, federal, other). **Note: listing goals is insufficient;** this description should include the adult actions to improve the educational program for all students. [no more than 1000 characters]

TCIS's School wide Plan is designed to improve academic achievement and support the success of all students through a comprehensive, data-driven educational program. The plan includes ongoing professional development for teachers focused on effective instructional strategies, differentiated instruction, and data analysis to address student learning needs. Staff collaborate regularly in PLCs to review student performance data, align curriculum, and plan targeted interventions and enrichment. The school implements evidence-based instructional practices, social-emotional supports, family engagement activities, and technology integration to enhance learning opportunities. Additional supports include tutoring, intervention programs, college and career readiness initiatives, and continuous monitoring of student progress to ensure equitable access to high-quality instruction for every student.

2. Describe the rationale for the Schoolwide Program. Include the underlying need(s) addressed and a description of the data or evidence set(s) used to identify the need(s). [no more than 1000 characters]

TCIS implements a Schoolwide Program to address schoolwide academic needs identified through its Comprehensive Needs Assessment (CNA), with particular focus on literacy achievement, academic language development, and closing achievement gaps for multilingual learners and other underserved student groups. The CNA reviewed student achievement data, FastBridge screening results, MCA III, ACCESS English learner performance data, growth trends, demographic information, and stakeholder feedback to determine priority needs. Analysis showed a need to strengthen early literacy, accelerate English language proficiency, and improve equitable access to grade-level instruction so all students are prepared for college, careers, and lifelong learning. The Schoolwide approach allows TCIS to coordinate Title I resources, evidence-based interventions, and staff supports across the entire educational program to improve outcomes for all students, especially those most at risk of not meeting academic standards.

3. Describe the intended outcome(s) of the Schoolwide Plan. Include a description of what will change as a result of this Schoolwide Plan. [no more than 1000 characters]

The intended outcome of TCIS' Schoolwide Plan is to improve academic achievement for all students while closing achievement gaps among student groups. Through coordinated use of Title I resources, evidence-based instruction, targeted interventions, academic language development supports, and ongoing professional learning for staff, students will demonstrate increased proficiency and growth in reading, mathematics, and English language development. Multilingual learners and other at-risk students will receive timely support to access grade-level standards and accelerate learning. The Schoolwide Plan will also strengthen teacher capacity, improve family engagement, and ensure that instructional decisions are driven by data. As a result, TCIS expects higher student achievement, increased English language proficiency, improved readiness for college and careers, and greater educational equity for all students.

4. Describe the plan to evaluate the Schoolwide Plan. Include the data to be collected and how the effectiveness of the plan will be determined. [no more than 1000 characters]

TCIS will evaluate the effectiveness of its Schoolwide Plan through an annual review of multiple data sources aligned to the goals identified in the Comprehensive Needs Assessment. Data collected will include student achievement results (MCA III state assessments, FastBridge benchmark and progress-monitoring data, classroom assessments, and grades), English learner growth and proficiency data -ACCESS Test, attendance rates, behavior and discipline data, graduation and promotion indicators, and family and staff feedback. School leadership and stakeholders will analyze data throughout the year to monitor implementation fidelity and student progress. Effectiveness will be determined by measuring growth toward schoolwide goals, increases in academic proficiency and English language development, reductions in achievement gaps among student groups, and improved student engagement and attendance. Findings from the evaluation will be used to revise the Schoolwide Plan, refine interventions, and guide resource allocation for continuous improvement.

5. List the specific activities and expenditures that are part of the Schoolwide Plan described above that are paid for using Title I, Part A funding. To be an allowable use of Title I, Part A funds, expenditures must be clearly related to the work identified in the Schoolwide Plan as summarized above. NOTE: adding expenditures here is not sufficient to have the expense be considered part of the approved budget. [limit 1000 characters]

TCIS will use Title I, Part A funds to support schoolwide activities designed to improve academic achievement and close achievement gaps for students most at risk of not meeting state standards. Funded activities include supplemental literacy and mathematics intervention services; academic language development support for multilingual learners; instructional coaching and professional development for teachers; supplemental instructional materials, assessments, and educational technology; family engagement activities that strengthen home-school partnerships; and data-driven progress monitoring to identify and address student needs. Title I funds will also support qualified instructional staff and non-instructional staff who provide targeted academic interventions, extended learning opportunities, and evidence-based instructional supports. These expenditures are directly aligned with the Comprehensive Needs Assessment and Schoolwide Plan goals of increasing student achievement, improving English language proficiency, strengthening core instruction, and ensuring equitable opportunities.

Targeted math/science/reading interventions (3 staff members). These interventionists provide small group tier 2 & 3 struggling students during dedicated intervention time. The interventionists are supported by Academic Educational Assistants (2 AES) to provide student support and communicate with families.

Instructional coaching & PD. This person conducts job-embedded coaching cycles & workshops focused on data-driven literacy, instruction, and intervention strategies.

The licensed school social worker & cultural liaisons (licensed teachers) work with families to for home visits, provide transportation, host family academic nights (parent academy on Saturday), and provide home-learning kits for families.

By providing the above support, these staff receive materials, stipends, and wages including their benefits as indicated in the budget line items.

Confirmation of Compliance with Title I, Part A Schoolwide Requirements

The school leader signatory on page one also certifies the following required components are included in the full Schoolwide Plan for the school or site and will be made available for review upon request. Initial affirmation of each item. Print and initial or open file in Adobe to sign electronically.

The Schoolwide Plan includes robust stakeholder engagement. It both

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- a. identifies families, staff and other stakeholders involved in the development or revision of the plan; and
 - b. is supported with documentation of the stakeholder activities to develop the plan.

The Schoolwide Plan includes a summary of the recently completed Comprehensive Needs Assessment for a new Schoolwide Program or Annual Evaluation for an existing Schoolwide Program. The summary

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- a. identifies the different types of data, evidence, and analysis used to evaluate the entire school program and determine root cause(s) of students not meeting academic standards; and
 - b. identifies the prioritized school need(s) and the hypothesized root cause(s) to be addressed.

The Schoolwide Plan includes specific, evidence-based school improvement strategies. It both

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- a. identifies up to three evidence-based strategies for school improvement; and
 - b. describes how the strategies:
 - 1. strengthen the school's academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum; and
 - 2. address the needs of all students in the school and particularly the needs of students at risk of not meeting academic standards.

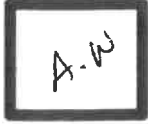
The Schoolwide Plan includes a specific implementation plan. It identifies

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- a. the sequence of action steps and, for each action,
 - 1. the staff responsible,
 - 2. the resources needed, and
 - 3. the anticipated timeframe to implement each strategy.

The Schoolwide Plan includes an annual evaluation plan. It both

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- a. identifies the measure(s) and process that will be used to determine whether the strategy is implemented as intended; and
 - b. specifies the measure(s) and process that will be used to determine whether the strategy was effective in improving outcomes particularly for students who had not yet met academic standards.

The Schoolwide Plan includes a communication plan. It identifies

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- a. how the plan will be communicated and made available to school staff who will carry out the plan,
 - b. how the plan will be communicated with families being served and other stakeholders in a format and language that is easier understood by the intended audience. This may include translation or interpretation plans, as appropriate.