

Yinghua Academy Local Literacy Plan Updated 6.13.2024

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

Absolute Proficiency Goal: Each year through FY2028, the proficiency rates of all third-grade students participating in Minnesota reading accountability tests (such as the Minnesota Comprehensive Assessment “MCA”) and enrolled at Yinghua for at least half an academic year will be no less than 14 points higher than the state average third grade reading proficiency rate.

Growth Goal: At the conclusion of the FY2028, the average number of progress points generated by all students based on changes in their achievement levels, for the three highest of the immediately preceding four years, will average no less than 2.75 combined reading and math, as published by the Minnesota department of Education.

Universal and Dyslexia Screening

In the school year 2024-2025, Yinghua Academy will adopt mClass with Dibels 8th Edition Universal Screener. Students grades K-3 will be screened twice in the school year, once within the first six weeks of school and once in the last six weeks of school. This Universal and Dyslexia screener is approved by the Minnesota Department of Education under the MN READ Act.

Students grade 4-6 who do not demonstrate mastery of reading foundational skills will also take the mClass with Dibels 8th Edition Universal Screener during the first six weeks of school and once in the last six weeks of school.

Students grades 7 & 8 who do not demonstrate mastery of reading foundational skills will take the DIBELS Data System (DDS) with DIBELS 8th Edition during the first six weeks of school and once in the last six weeks of school.

Results will be utilized to form changes to the reading intervention program on an annual basis.

Parent Notification and Involvement

Parents of students identified for reading intervention are notified through a reading intervention email. Within this letter the following strategies are shared with parents/families to use at home.

1. A link to "Tips for Supporting Reading at Home" provided by the Institute of Education Sciences. The tips included in the document focus around these four activities:
 - a. Have conversations before, during, and after reading together.
 - b. Help children learn how to break sentences into words and words into syllables
 - c. Help children sound out words smoothly.
 - d. Model reading fluently by practicing reading aloud with your child.
2. Yinghua uses Lexia as an additional support for reading. Parents are encouraged to have their child engage in Lexia at home. Each student in Kindergarten through fifth grade has an account that is accessible from home.
3. Yinghua encourages families to have their child work on recommended IXL skills. IXL reading skills are identified through ongoing data collection based on students real time diagnostic assessments. Each student in fifth through eighth grade has an account that is accessible from home.
4. Parents are encouraged to have children read to and with them and to take an AR quiz on the book they read or listened to. This is an at home accessible link to access AR quizzes.

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

Yinghua Academy is currently using PRESS (Path to Reading Excellence in School Sites) reading intervention screening and instruction curriculum as approved by the Mn ADSIS Grant. Additionally, students take the NWEA Map test in the fall and spring to indicate learning and students grades 3-8 take the MCA. Results on these three assessment tools for the 2023-24 school year will be made available later in the summer of 2024.

Core Reading Instruction and Curriculum Grades K-5

Kindergarten and First Grade

Foundational Skills

Implemented Curricula: My First Chinese Words & I Love Chinese

Description of Curricula Use: Foundational Chinese reading skills are systematically taught through a structured approach that emphasizes phonological awareness, character recognition,

and comprehension strategies. Students engage in daily exercises to develop their ability to distinguish and produce the four tones, an essential skill for accurate pronunciation and understanding. Concurrently, learners are introduced to high-frequency characters through repetitive exposure and multisensory activities, such as character tracing, interactive games, and storytelling. A key component of our instructional strategy is teaching the connection between sounds and character structures. This involves associating sounds with corresponding characters and understanding how radicals, the building blocks of Chinese characters, contribute to both meaning and pronunciation. For instance, students learn that the character "妈" (mā, mother) combines the radical "女" (nǚ, woman) with the phonetic component "马" (mǎ, horse), reinforcing both its sound and meaning.

Instructional Delivery Model: Students receive at minimum 50 minutes of reading instruction every day. During this time students participate in at minimum 20 minutes of instruction on foundational Chinese reading skills. At the end of each lesson students are informally assessed for understanding of the four tones, character recognition, and vocabulary understanding. Differentiated instruction then occurs based on student responses. This instruction occurs during intervention time where small group instruction occurs utilizing targeted skill instruction.

Knowledge Building

Implemented Curricula: Singapore Reading Series & iChinese Reader

Description of Curricula Use: Comprehension is fostered through guided reading sessions, where teachers employ scaffolding techniques to model fluent reading and encourage student participation. Scaffolding techniques include Close Reading techniques and utilizing graphic organizers to explicitly teach reading strategies such as (but not limited to) compare & contrast, sequencing of events, and cause & effect. By integrating listening, speaking, reading, and writing activities, the program ensures a holistic development of Chinese literacy skills, preparing students for more advanced language acquisition in subsequent grades.

Instructional Delivery Model: Students receive at minimum 50 minutes of reading instruction every day. During this time students participate in at least 20 minutes of instruction on building comprehension skills through whole group reading, pair-share activities such as (but not limited to) retelling a story, and acting out the elements of a story. Students are informally assessed on scaffolded techniques through tools such as (but not limited to) verbal retelling and graphic organizers. Differentiated instruction then occurs based on student responses. This instruction occurs during intervention time where small group instruction occurs utilizing targeted skill instruction.

Second through Fifth Grade

Foundational Skills

Implemented Curricula:

Selected texts from China, Singapore, and Taiwan, as well as immersion-tailored Chinese language arts texts, authentic Chinese readers, and storybooks, and "iChinese Reader."

English Instruction- Words Their Way, Dolch Sight Words, Lexia, School created phonics pacing guide and lessons

Description of Curricula Use: Students receive foundational skills instruction in both Chinese and English. Chinese Instruction continues to be systematically taught through a structured approach that emphasizes phonological awareness, character recognition, and comprehension strategies. Students engage in daily exercises to develop their ability to distinguish and produce the four tones, an essential skill for accurate pronunciation and understanding. Concurrently, learners are introduced to high-frequency characters through repetitive exposure and multisensory activities, such as character tracing, interactive games, and storytelling. English Instruction is taught through a school designed program based on a scope and sequences of phonemic awareness skills and letter-sound association that is taught through song, memorization, spelling, and practice within the context of words and sentences. Additionally, students work on foundation reading skills through their Lexia account where the program specifically targets the next skills needed on an individual student basis.

Instructional Delivery Model: Students receive a total of 550 minutes of reading instruction every week, averaging 110 minutes a day. Students receive at least 50 minutes of Chinese reading instruction each day and 50 minutes of English reading instruction with one additional 50 minute reading period a week.

Chinese Instruction continues with at minimum 20 minutes of instruction on foundational Chinese reading skills. At the end of each lesson students are informally assessed for understanding of the four tones, character recognition, and vocabulary understanding. During English Instruction Students receive at least 6 fifteen-minute phonics lessons a week. These occur in a combination of large-group introduction of a phonics pattern, small group practice. If a student shows a need for additional phonics, they will receive additional times of instruction during interventions. For reading in both languages, differentiated instruction then occurs based on student responses. This instruction occurs during intervention time where small group instruction occurs utilizing targeted skill instruction.

Knowledge Building

Implemented Curricula:

Chinese Instruction: Singapore Reading Series iChinese Reader

English Instruction: Scott Foresman Reading Street (2013) Reading A-Z Accelerated Reader, Novel Studies

Description of Curricula Use: Students receive standard-based reading comprehension lessons in both Chinese and English Instruction. These lessons are uniquely designed to support knowledge building in both languages without being a direct translation of one language to another. Grade level curriculum maps and pacing charts lay out in great detail each skill and standard students will master on a weekly basis. Knowledge building skills are fostered in whole-group and guided reading sessions, where teachers employ scaffolding techniques to model fluent reading and encourage student participation. Scaffolding techniques include Close

Reading techniques and utilizing graphic organizers to explicitly teach reading strategies such as (but not limited to) compare & contrast, sequencing of events, and cause & effect. Additionally, novel studies are added three times a year to offer students the opportunity to grasp longer texts and complex themes.

Instructional Delivery Model: During both Chinese and English Reading Instruction, students participate in at least 20 minutes of instruction on building comprehension skills through whole group reading, pair-share activities such as (but not limited to) retelling a story, and acting out the elements of a story. Students are informally assessed on scaffolded techniques through tools such as (but not limited to) verbal retelling and graphic organizers. Differentiated instruction then occurs based on student responses. This instruction occurs during intervention time where small group instruction occurs utilizing targeted skill instruction.

Core ELA Instruction and Curriculum Grades 6-12

Sixth through Eighth Grade

Implemented Curricula:

Chinese Instruction: Singapore Reading Series iChinese Reader project-based performances

English Instruction: School developed grammar and literature skills pacing guides and novel studies

Description of Curricula Use: The integration of novel studies, essay writing, and project-based learning serves as a multifaceted approach to enhance comprehension, vocabulary, and writing proficiency in both English and Chinese. Novel studies provide an immersive literary experience, enabling students to analyze complex narratives and themes, thereby deepening their comprehension skills in both languages. Through essay writing, students articulate their thoughts and arguments coherently, fostering critical thinking and enhancing their ability to construct sophisticated sentences and paragraphs in English and Chinese. Project-based learning, which often requires collaborative and interdisciplinary tasks, encourages students to apply vocabulary and writing skills in practical and creative contexts, promoting language acquisition and retention. This bilingual instructional strategy not only reinforces linguistic competence but also prepares students to navigate and synthesize information across diverse academic and real-world settings.

Instructional Delivery Model: The middle school runs on a 7 period schedule, where each period is 50 minutes long. Students have one period of Chinese Language Arts (CLA) and one period of English Language Arts (ELA) with an additional period of ELA each week. Instructional Delivery varies due to the time in the term. Pacing guides clearly lay out what skills will be taught each day of the school year based on the following categories: short stories, write=ing sentences using vocabulary skills or prefixes, grammar concepts, literature skills, and writing prompts.

Data-Based Decision Making for Literacy Interventions

General Description of the MnMTSS Framework at Yinghua Academy

Yinghua Academy adopted the MnMTSS framework as part of the ADSIS grant. At the beginning of each school year, all of the general education teachers received communication from the ADSIS leadership team about the ADSIS programming, supports, timeline, etc. These supports are designed to help support lower-level students and the data can be potentially utilized for special education evaluation purposes.

The ADIS interventionists will be actively involved with incorporation and implementation of the ADSIS interventions. These individuals will receive the necessary training and support to help them implement the interventions with fidelity. These individuals will also be actively involved in the data analysis and intensity of the interventions to best meet the individual needs of the students.

The special education teaching staffing will be primarily involved with the data analysis components to see how the students are responding to the interventions. They will be kept in the loop on student progress in the event a student may potentially be evaluated for special education services.

The ADSIS leadership team will oversee the entire process. They will monitor the interventions for fidelity and help organize monthly analysis meetings to determine its effectiveness. They will help work with the staff implementing the interventions to ensure that progress is being monitored and shared to the necessary stakeholders.

Parent/Guardians of Students in Interventions

A welcome and ADSIS introductory letter will be sent to all families detailing the specifics of what ADSIS is and how the data and information can be used (student placement, special education). The families will be given the contact information for the ADSIS program supervisor and the option to opt out or ask questions about the program.

Yinghua will report information frequently to parents. We share information about student growth and concerns about the lack of progress. Yinghua Academy RTI teams will meet weekly to look at student grades, progress, and growth. Based on those meetings, the team will determine if additional interventions/supports are needed or clearly defined progress monitoring data points to be used moving forward.

At the beginning of the school year, the Academic Directors in coordination with the Director of Special Education will lay out the continuum of support for all Yinghua students. This information is shared with parents/guardians at our Back to School curriculum Nights and on the district website under the Special Education website.

Fidelity

All of the interventions tied to the ADSIS program are established, research-based programs to help support reading and math. Biweekly classroom and small group intervention observations will be conducted to help ensure that the programs are implemented with full fidelity. During these observations, Yinghua will create and use evaluation forms to help monitor the fidelity of

the programs. All evaluators will collaborate to help clarify expectations when observing the program. Staffing and location of interventions will be on a set and printed schedules for all intervention groups.

Cultural Responsiveness

The District is welcoming to all families of all cultural backgrounds. We want to create a collaborative partnership with families to help support all students in the best ways we can. The school is open to meeting with families to discuss learning styles and preferences and educate our community regarding immersion education and curriculum. Our mission at Yinghua Academy is to prepare our students to be engaged and productive global citizens.

Measuring Indirect Impacts

At the beginning of the 2023-2024 academic year, a survey created by the ADISIS leadership team will be given to all ADSIS teachers and selected classroom teachers to initially rate student behavior and engagement growth, and academic progress. At the end of the 2023-2024 academic year, the same survey will be given to the same teachers to rate student behavior and academic progress.

Professional Development Plan

As part of Phase 1 of the implementation, Yinghua Academy will register a total of 21 participants, including classroom teachers, interventionists, special education teachers, curriculum directors, and instructional support staff to the Online Language and Literacy Academy – Consortium on Reaching Excellence in Education (CORE) for the 2024-2025 school year. Staff will be given time during the school day to take asynchronous courses and the three hours of synchronous online cohort work. The group taking these courses will also be given opportunities to discuss the content together, evaluate how the topics in the course are being taught, and how we might better improve our curriculum to ensure increased student learning. Participants will complete the course by July 1, 2025 with an 80% achievement score or higher.

Action Planning for Continuous Improvement

Rationale: By grade 2, students have a solid foundation in Chinese, allowing for the introduction and acceleration of English reading skills. Bilingualism has cognitive benefits, including improved executive function, which can aid in learning a second language. Ensuring students are proficient in English by the end of grade 3 is crucial for meeting state literacy standards.

Actions:

- 1. Integrated Language Arts Program:**
 - Introduce a balanced English language arts program that focuses on phonics, vocabulary, comprehension, and fluency.

- Allocate specific times during the day dedicated to English literacy instruction, ensuring a gradual transition without overwhelming students.
 - 2. **Differentiated Instruction:**
 - Use differentiated instruction techniques to cater to the diverse literacy levels of students.
 - Employ small group instruction and targeted interventions for students needing additional support.
 - 3. **Resource Allocation:**
 - Provide high-quality English reading materials that are engaging and level-appropriate.
 - Utilize digital resources and educational software to support English reading practice at school and home.
 - 4. **Professional Development:**
 - Offer professional development opportunities for teachers focused on strategies for teaching English reading skills in a bilingual context.
 - Encourage collaboration between English and Chinese language teachers to align instructional approaches and share best practices.
 - 5. **Assessment and Progress Monitoring:**
 - Implement regular assessments to track students' progress in English reading skills.
 - Use data from assessments to inform instruction and provide timely interventions for students who are struggling.
 - 6. **Parental Engagement:**
 - Provide resources for parents to support English reading at home.
 - Create a reading culture by organizing events like book fairs, reading challenges, and parent-child reading sessions.
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Evaluation and Review

- Conduct bi-annual reviews of student progress in both Chinese and English literacy.
- Gather feedback from teachers, students, and parents to refine instructional approaches.
- Adjust the action plan as needed based on evaluation outcomes to ensure continuous improvement and student success.