

Yinghua Academy Board Retreat – 11/15/09

Notes

Agenda for the Retreat

12:00 – 12:15	Settle in. Add comments to flipchart sheet re mission.
12:15 – 12:45	Share feelings, thoughts, hopes, and concerns re Yinghua.
12:45 – 1:00	Brief info/thoughts re: - Finance (Doug) - Middle School Planning (Betsy) - Mission (Cindy)
1:00 – 1:15	Preparation for Break-Outs
1:15 – 2:15	Break-Out Groups meet.
2:15 – 2:30	Break (and time to check Vikings' score)
2:30 – 3:15	Each Break-Out Group has 15 minutes to share with the whole group.
3:15 – 3:30	Finalize plans for follow-up on Break-Out Groups.
3:30 – 4:00	Discuss the mission and determine what, if any, changes should be made.

Feelings, Thoughts, Hopes, and Concerns re Yinghua Academy

- 1) Middle School Program
 - Content and number of students
 - How do we make it tangible and sell it?
- 2) Expansion
 - Facilities
 - Staffing
 - How will we fund?
 - How will we sustain parent involvement?
- 3) Teachers
 - Finding and developing
- 4) Clarifying our Mission and Vision
- 5) Operations at the School
 - There needs to be a greater sense of normalcy.
 - MaryAnn volunteered her organizational skills.
- 6) Maintaining/ensuring the focus on key priorities.
- 7) We need more repeatable, sustainable practices.
 - What do we want to be?
- 8) How do we sustain close-knit community for teachers and parents?

Three Break-Out Groups

1) Development of the Middle School Program

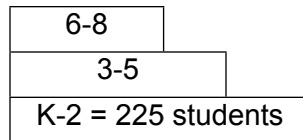
Ideas and Concerns (contributed by all board members)

- Think about partnerships – Science Museum, etc., instead of having everything internal to us.
- Partner with another immersion school for second language classes.
- How likely are we to retain the lower grades as they move into middle school?
- Partnerships with other middle schools (charters) for extra-curriculars
- Boys
- “Service, work, and learning”
- Community projects; internships
- Focus
- What is overall objective/goal of middle school? What specific workstreams need to be complete to achieve goal?

Ideas Generated in Break-Out Group (Betsy, Cindy, Keri, Joe)

	School Year			
	<u>2009-2010</u> (current)	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>
6 th Grade	11 immersion	20 immersion + 5-10 new	20 immersion	40 immersion + 10 new
7 th Grade		11 immersion + 10-15 new	20	20 immersion + 10 new
8 th Grade			11	20 immersion

- Imagine a pyramid:



- Licensure issue/Program Model
- Middle School Size
 - also class size
- Marketing – Where/How?
 - Good programming model will sell.
 - Program description
 - Target market; area defined
 - Only need about 10-15 more students for next school year
 - Note: In FLAP application we committed to 40.
- Possible electives – orchestra, others?

Next Steps

- By January 1 Betsy will have prepared a one-page overview of what the 2010-2011 6th and 7th grade will look like.
 - This will include 5-6 specifics.
- Need to get market data re what other middle schools are offering in terms of fees, offerings, etc.
 - Would MaryAnn be willing to track down this info from local schools?
 - Betsy will gather this type of info from Milwaukee School of Languages and CAIS.

- also info re Chinese pre-AP and pre-AP in general.

2) “Flying the Plane” – and Keeping People on the Same Page

Ideas and Concerns (contributed by all board members)

- Change the name of the “cause”
- How we use volunteers
 - Incentives to increase involvement
- Board roles and responsibilities with this and reviewing organization structure and considerations for new/different/take away (change) current positions
- Long-term vs. short-term priority considerations
- Bridging between all people/staff, programs, tracks, aspects ... so are building toward same overall goal(s)
- Parent issues that should be brought to board v. Betsy/new director
- Organization chart and responsibilities

Ideas Generated in Break-Out Group (Abigail, Doug, Janine, Luyi)

- “Flying the Plane” (to be renamed)
 - Responsible – doer
 - Accountable – oversight
 - Consulted – weigh-in
 - Informed
- Imagine a pyramid:

Academic Success				
Safety	Communication	Compliance	Staff	Financial Stability

- And ask ourselves:
 - What has to go right?
 - How will we measure?

Next Steps

- Board “to do” – Set goals/responsibilities.
- Clarify critical responsibilities, decision trees, and who/when to help.

3) Facility

Ideas Generated in Break-Out Group (MaryAnn, Naomi, Scott, Taoyuan)

- Approximate facility needs in 3 years (quick calculation from Betsy):
 - 25 classrooms
 - 1 music room
 - 1 art room
 - 1 gym
 - 1 science lab
 - 1 cafeteria
 - 1 library
 - 1 computer lab (or 2)
 - 1 teacher lounge
 - 2 small special education classrooms
 - 7 administrative offices
 - 2 tracks = middle school classes 1 or 2 6th grades
 - parking lot

- lunchroom/periods efficiency
 - 4 periods – 75 or 100 kids now
 - school population growth:

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
300	375-425	450-500	525-600
	1 – 6 th grade 2 – 6 th /7 th grade	2 – 6 th grade 2 – 7 th grade	2 – 6 th grade 2 – 7 th grade 2 – 8 th grade

- Think about sustainable buildings – there’s grant money for it, I think.
- Thinking ahead about how to structure physical space to enhance goals, mission, community
- Max time we can be in current configuration

Next Steps

- Reestablish Facilities Committee.

Mission

Current Mission

The mission of Yinghua Academy is to provide a challenging and comprehensive learning environment that will nurture our students’ natural inquisitiveness and will prepare them to be engaged and productive global citizens.

Our students will develop intellectual curiosity and critical-thinking skills as well as broad and deep knowledge in language arts, mathematics, world and American history and culture, science, and fine arts.

Thoughts re Our Current Mission (contributed by all board members)

- Nothing on Chinese language or culture
- Also being a leader in developing Chinese immersion education
- Best practices – research-based
- Is “broad and deep knowledge” going too far? Can we live up to that?
- Mission should answer: “Why do we exist?”
- Can we go beyond thinking of ourselves as primarily an immersion school to seeing what immersion says about our values, what values are language-learning a part of – peace, cultural understanding?
- The life skill we teach our students, bilingual in an iconic language – gives more than translation skill: improved problem solving, decoding, ability to pick up other languages
- Bilingual and biliterate. Immersion in Chinese language and culture.
- Need to be short and memorable for all stakeholders.
- Think middle school – “to think independently” and “engaged in their own education”.
- “International perspective through immersion in American and Chinese culture and language”

Next Step

- Board members will contemplate the above ... and may offer some alternative missions for the board to consider.