

英華 | YINGHUA ACADEMY



Yinghua Academy

Local literacy Plan – Grades K-3

Read Well By Third Grade, MN Statute 120B.12

Consistent with MN Statute 120B.12, all school districts in the state of Minnesota must develop a Local Literacy Plan to support student reading proficiency by third grade. Districts must post their plans to the district website and submit proficiency data to the commissioner annually.

Yinghua Academy

Founded in 2006, Yinghua Academy became the first Chinese immersion charter public school in the United States. In the fall of 2006, 79 students walked through the doors of Yinghua Academy. Today, our school has grown from a K – 5 elementary to a K – 8 elementary and middle school program. We plan to reach full capacity of 800 students in 2020.

As the first school of its kind in the United States, Yinghua Academy has emerged as a leader in Chinese immersion education. The school's curriculum team creates cutting-edge curriculum recognized nationally and internationally for its effectiveness, leading to bi-literacy in Mandarin Chinese and English for all students. Our curriculum covers all Minnesota State Standards and the Core Knowledge Sequence, building both subject area knowledge and Mandarin fluency from year to year.

Our Mission

The mission of Yinghua Academy is to prepare our students to be engaged and productive global citizens by providing a research-based educational program that includes a rigorous academic program, immersion in Chinese language and culture, and a nurturing and supportive school environment.

Assessment

Statement of Goals and Objectives

Yinghua Academy believes that all children can be academically, linguistically, and socially successful in a language-immersion setting. All students begin in a similar place and rely on teachers and one another to build vocabulary and learning.

Goals

Our goal is for all students to demonstrate reading proficiency throughout the primary grades. By third grade all students will be at or above grade level on the Northwest Evaluation Association assessments (NWEA) and by fourth grade all students will be proficient on level 4 of the Young learners Chinese Test (YCT). Based on the outcomes of the assessments, students may qualify for support through intervention services. Classroom instruction is informed by an analysis of the data from these assessments as well. A brief explanation of the types of assessments used to measure student proficiency and qualify students for interventions is provided below.

Objectives

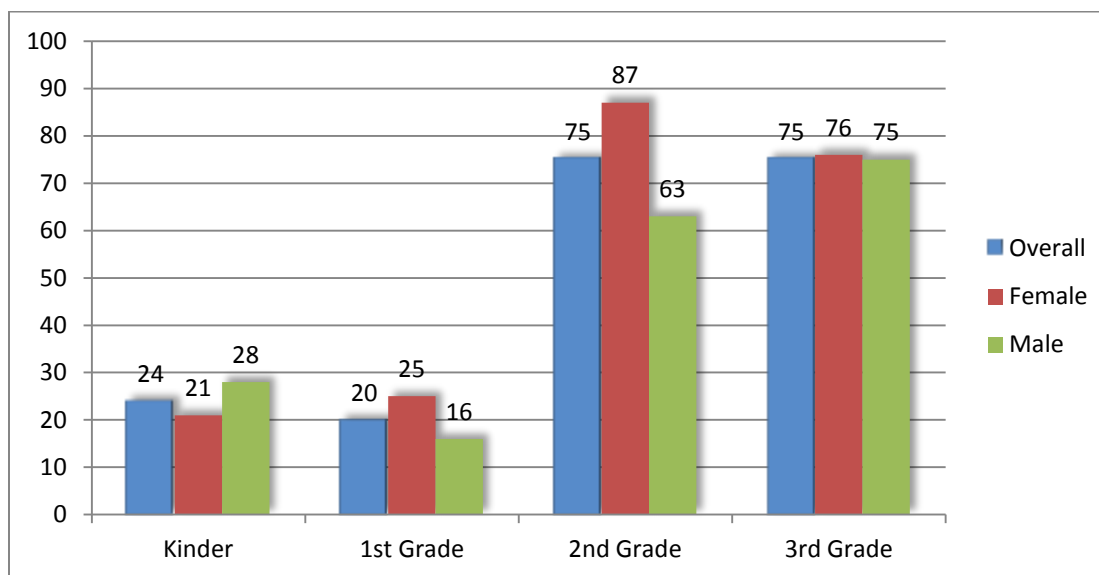
Each year teachers and administration will review reading data at grade levels K-8. Proficiency, growth and trend data will be analyzed and used to set specific learning targets for each child and each cohort of students. Throughout the year, grade level teams will review the effectiveness of their instruction, differentiation and interventions. Formative assessments will be used to modify instruction and to identify students who are not on pace to meet proficiency.

Assessments

NWEA – With the largest norm-referenced group in the nation, NWEA reports highly accurate norm-referenced scores. NWEA results, however, go beyond simple percentile ranking of student achievement or indicating grade level performance. NWEA will also measure academic growth over time, independent of grade level or age. Educators use NWEA test scores to identify the skills and concepts students know and what they need to learn next in order to keep growing. With accurate, timely information on an individual student's needs, educators can target instruction so every student is learning and growing. NWEA assessments are aligned to Minnesota state standards and are often used as an indicator of preparedness for state assessments. NWEA assessments are given twice a year, once in the fall and once in the spring. However, students in need of interventions may take the NWEA a third time in the winter for

monitoring purposes. In order to be considered at grade level, students must score at or above the 50th percentile.

Percentage of Students at or Above Grade Level Spring 2015-2016 NWEA Reading



YCT - Young Learners Chinese Test is a standardized international Chinese proficiency test, directed at examining non-native primary and secondary school students' capability in applying Chinese language in their studies, personal lives and work. Examinees who pass YCT-Level 4 can use Chinese to serve their demands in their personal lives and studies, and are able to complete most of the communicative tasks they experience during a visit to China. The exam includes a listening section, a reading section and a writing section and is 80 minutes in length. Teachers and administration use YCT results to evaluate teaching standards and the effectiveness of classroom instruction. The YCT assessment is given once a year in the spring.

Historical Summary of YCT Results

	2011-2012	2012-2013	2013-2014	2014-2015
# of Students Taking Test	227	93	87	91
Levels Administered	I, II, III, IV	III, IV	IV	IV
Grades Included	2-8	4-8	4-8	4-7
# of Students Passing	219	82	59	59
Passing Rate	97%	88%	68%	65%

SOPA - To gauge Chinese language acquisition, we use Student Oral Proficiency Assessments for grades two through eight and Early Language Listening and Oral Proficiency Assessments for kindergarten and first grade. These language proficiency assessments are designed for children who are learning a foreign language in a school setting and to allow students to demonstrate their highest level of performance in oral fluency, grammar, vocabulary and listening comprehension.

MCA – The Minnesota Comprehensive Assessments are the state test in reading, mathematics and science that meet the requirements of the federal No Child Left Behind (NCLB) Act. These tests are given every year to measure student performance on the Minnesota Academic Standards, which define what our students should know and do in a particular grade.

Historical Summary of 3rd Grade MCA Reading Results

	2012 - 2013	2013 - 2014	2014 - 2015	2015-2016
# of Students Taking Test	68	67	89	101
# of Students Proficient	51	46	62	75
% of Students Proficient	75%	68.7%	69.7%	74.3%

Communication

Parent Notification and Involvement

Notification

Parents or guardians of students who are at or above grade level and are making adequate progress will be notified of test results at regularly scheduled parent teacher conferences in the fall and spring, or when report cards are sent out at the end of each term.

Parents or guardians of students who are below grade level will be notified of their student's results at the earliest possible time.

Parents or guardians of any student who is identified for intervention help outside of the classroom will receive notification prior to the intervention.

All parents and guardians are encouraged to contact the school at any time with concerns or questions.

Involvement

"When parents are involved in their children's education at home, they do better in school. And when parents are involved in school, children go farther in school and the schools they go to are better."

A New Generation of Evidence: The Family is Critical to Student Achievement. (Henderson & Berla, 1994)

As the above quote suggests, it is a well-established fact that parental involvement is linked to children's success at school. One of the best things parents can do to help their students with reading is to find good books to read to or with them or to have children read on their own.

Below are some websites with lists of good books:

- <http://www.scholastic.com/100books/>
- <http://www.nypl.org/childrens100>
- <http://www.barnesandnoble.com/u/childrens-books-kids-books/379003144/>
- <http://www.cybils.com/cybils-books>

School Website

<http://www.yinghuaacademy.org/>

The school's website houses a number of communications for families about assessments practices at Yinghua Academy. Links to this information is located below. It should also be noted that families receive regular communication from their classroom teachers through classroom web pages, email and PowerSchool.

Pearson Perspective

Thousands of learning resources to help your student improve and achieve

https://mn.pearsonperspective.com/perspective/home?passCode=mn_family

Online MCA Sample Tests for Reading, Math and Science

http://www.pearsonaccess.com/cs/Satellite?c=Page&childpagename=Minnesota%2FmnPALPLayout_v2&cid=1205797559436&p=1205797559436&pagename=mnPALPWrapper&item samplercategory

pearsonaccess.com

MCA testing site and resources

<http://www.pearsonaccess.com/mn>

MCA Parent Fact Sheet

[Minnesota Comprehensive Assessments \(MCA\) Parent Fact Sheet – English
Test Preparation Suggestions for Parents and Teachers – English](#)

NWEA

[About the NWEA – Navigation Menu
Parent Toolkit](#)

Classroom Pages

<http://www.yinghuaacademy.org/current-families/classroom-pages/>

Infinite Campus Login

<https://mncloud3.infinitecampus.org/campus/portal/yinghua.jsp>

Instruction

Core Instruction

Yinghua is a full immersion school. Material taught in Chinese is not translated into English later in the day or week. Students in kindergarten through fourth grade receive all core subject instruction in Chinese. To prepare for success in high school, our middle school students shift to a “language maintenance” model with fifty percent of their day in Mandarin.

Yinghua’s K-8 curriculum encompasses Minnesota Standards, Common Core Standards, the Core Knowledge Sequence, and national standards for foreign language education. We place high priority on preserving the integrity of our immersion focus by not introducing English Language Arts until second grade when Chinese is solidly established. However, in preparation for Minnesota Comprehensive Assessments, first administered in third grade, assessment-based content is incorporated in Chinese in the kindergarten and first-grade curricula. Additionally, our language curricula are aligned across Chinese and English, enabling teachers to synchronize lesson plans. This simultaneous study accelerates the transfer of literacy skills and enables students to learn content in both languages.

Chinese

Chinese Language Arts (CLA) integrates language, content and culture, is based on immersion best practices, and incorporates content-based instruction and thematic-based instructional approaches. Immersion classroom teachers participate in training and peer learning and use the Responsive Classroom approach to promote character education, increase social language usage, and improve school climate. The CLA curriculum includes modern and classical literature, informational texts, and the foundational skills of listening, speaking, reading, and writing. Topics integrate history, social studies, science, and technical subjects. Intensive language tutoring is provided to students who join the school after kindergarten.

English

In English Language Arts (ELA), the school uses the 2013 Reading Street series as a foundation for grades two through five. This is supplemented with novels, a poetry curriculum, and other primary sources. The program meets the requirement of Common Core Standards, which focus on reading, writing, speaking and listening, and language usage components. Our ELA curriculum is customized for quick “ramp-up” since Yinghua students begin formal ELA studies two years later than usual. Early exposure to literary circles, composition, research, journal writing, speech, and debate provides a foundation for middle school ELA.

Number of Language Arts Periods Per Week

Subject	Kindergarten	Grade 1	Grade 2	Grade 3
Chinese	16	15	8	8
English	0	0	7	6

Five Pillars of Literacy

Yinghua Academy uses a balanced literacy approach which encompasses phonemic awareness, phonics, fluency, vocabulary development and reading comprehension.

Phonemic Awareness: the ability to hear and make the sounds that letters represent and understanding that letters make certain sounds.

Phonics: being able to, based on knowledge of the relationship between letters and sounds, sound out written words correctly.

Fluency: reading without effort; the fundamental skills involved in phonemic awareness and phonics become automatic.

Vocabulary Development: through the expansion of vocabulary, students are able to expand their capacity for understanding; it is impossible to learn without first knowing and understanding the words that relate to the topic at hand.

Reading Comprehension: students read text and are able to extract meaning.

Differentiation

Differentiated instruction is a method of designing and delivering instruction to best reach each student. Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student. Immersion teachers use dozens of techniques to reach all students, such as, body language and visual aids. Other instructional methods include backward design, thematic content-based immersion instruction, using effective teacher talk, promoting student output, and attending to diverse learner needs with strategies such as cooperative learning, student choice and learning centers.

Formative assessment is an essential ingredient of this method. Teachers, administration and support staff are committed to providing students who are reading below grade level, or who are otherwise at risk for reading problems, with instruction that is multi-tiered based on need. Students who are performing below grade level benchmarks will receive some combination of the core reading program with additional interventions. The combination of materials used will be based on the learning needs of students.

Resources

Minnesota Academic Standards

<http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/LangArts/index.html>

Curriculum Maps

<http://www.yinghuaacademy.org/about/yinghua-curriculum/>

Scott Foresman Reading Street

<http://www.pearsonschool.com/index.cfm?locator=PS1gC9&PMDbSiteId=2781&PMDbSolutionId=6724&PMDbSubSolutionId=&PMDbCategoryId=3289&PMDbSubCategoryId=28138&PMDbSubjectAreaId=&PMDbProgramId=88541>

Essential Learnings

The essential learnings for grades K-3 and information about curriculum are located below. These stated learning outcomes are derived from the Minnesota Academic Standards.

Kindergarten

Essential Learnings	Correlating Essential Questions
Produce clear and coherent writing and speaking for a given purpose.	<ul style="list-style-type: none"> • Why do I write and speak? • Why is the order of events important when I write and speak? • How do I make my writing and speaking better? • How can I listen and talk with others?
Read closely to determine what the text says explicitly and to make logical inferences.	<ul style="list-style-type: none"> • How do I find a book that is right for me? • How can I show I understand what I am reading? • What is important to retell about a text? • How can I show I understand the important parts of a story? • How can I understand the important parts of a non-fiction text?
Analyze features of text to support comprehension.	<ul style="list-style-type: none"> • What can I do if I find a word that I don't know when I am reading? • What different things can I read? • Who is the author/illustrator and what does he/she do? • What are the different parts of a book?
Evaluate text and support thinking with evidence.	<ul style="list-style-type: none"> • What do the pictures tell us in a book? • What is the same and different between two books? • How are the characters and events the same? How are they different? • How do I know what the author is sharing?

First Grade

Essential Learnings	Correlating Essential Questions
Produce clear and coherent writing and speaking for a given purpose.	<ul style="list-style-type: none"> • How do I choose what to write and speak about? • Why is the order of events important in my writing and speaking? • How can I revise and publish my writing and presentations? • How can I participate in discussions with others?
Read closely to	<ul style="list-style-type: none"> • How do I find a book that is right for me?

determine what the text says explicitly and to make logical inferences.	<ul style="list-style-type: none"> • How can I show I understand what I am reading? • What is important to retell about a text? • How can I show I understand the important parts of a story? • How can I understand the important parts of a non-fiction text?
Analyze features of text to support comprehension.	<ul style="list-style-type: none"> • What can I do if I find a tricky word when I am reading? • How can words make me feel when I am reading? • How are fiction and non-fiction books different from each other? • Who is telling the story? Who is the narrator? • What are text features and how can I use them? • Where can I find information when I am reading?
Evaluate text and support thinking with evidence.	<ul style="list-style-type: none"> • What information can I figure out from the pictures and details in a text? • What is the same and different between two texts? • How are the characters and events the same? How are they different? • How do I know what the author is sharing?

Second Grade

Essential Learnings	Correlating Essential Questions
Produce clear and coherent writing and speaking for a given purpose.	<ul style="list-style-type: none"> • How do I choose what to write and speak about? • Why is the order of events important in my writing and speaking? • What tools can I use to revise, edit and publish my writing and presentations? • How can I participate in collaborative discussions?
Read closely to determine what the text says explicitly and to make logical inferences.	<ul style="list-style-type: none"> • How do I choose books? • How can I show I understand what I am reading? • How can I show my understanding of a fiction text? • How can I show I understand the important parts of a story? • How can I show my understanding of non-fiction text? • Why is it important to make connections between events, steps in a process, and concepts while I am reading?
Analyze features of text to support comprehension.	<ul style="list-style-type: none"> • What do I find the meaning of words in a text? • How can words have rhythm and meaning? • What is the structure of a story? What do the introduction and conclusion do? • How do I know that characters see things differently? How can I show this when I am reading? • What are text features and how can I use them?

Evaluate text and support thinking with evidence.

- What is the main purpose of a text? What did the author write the text?
- How do images (illustrations, diagrams, etc.) help me understand a text?
- How do I compare and contrast different versions of the same story? How do I compare and contrast two texts on the same topic?
- How does an author support his/her ideas in a text?

Third Grade

Essential Learnings

Correlating Essential Questions

Produce clear and coherent writing and speaking for a given purpose.

- How do I choose what to write and speak about?
- Why are details and evidence important in my writing and speaking?
- How do I organize my thoughts in writing and presentations?
- How do I use the writing process effectively?
- How do I use tools can I use to revise, edit and publish my writing and presentations?
- How can I participate in collaborative discussions?

Read closely to determine what the text says explicitly and to make logical inferences.

- How do I choose books?
- How can I show I understand what I am reading?
- How can I show my understanding of a fiction text?
- How can I show I understand the important parts of a story?
- How does understanding main idea and details help me to understand a text?
- Why is it important to make connections between events, steps in a process, and concepts while I am reading?
- How can I use specific language to describe the relationship between events, steps in a process and concepts?

Analyze features of text to support comprehension.

- What do I find the meaning of words in a text?
- How can I categorize the different language used in a text?
- How can I write and speak about a text so the reader or listener understands the different parts and how they are related?
- What is my point of view? What is the author's point of view?

Evaluate text and support thinking with evidence.

- How can I use illustrations and images to enhance my understanding of a text?
- How do I compare and contrast the literary elements of stories by the same author or with similar characters? How

do I compare and contrast the main idea and details in two texts on the same topic?

- Why is the organization of text important?

Professional Development

Professional Development is the process of improving staff skills and competencies needed to produce outstanding educational results for students. Yinghua Academy is committed to the continued improvement of its teachers and staff through research-based strategies that target their areas of need with the ultimate goal of enhancing student learning and achievement.

Yinghua Academy has fourteen days available for professional development. Additional professional development opportunities are provided through weekly grade level team meetings and PLC groups.

Summer Workshops

All teachers will attend six days of professional development at Yinghua Academy prior to the start of the school year. Teachers are also encouraged to participate in outside professional development opportunities throughout the summer, such as, Responsive Classroom, United in Best Practice 2.0 as well as Summer Institutes for Language Teachers.

New Teacher Trainings

New teachers are required to attend three additional days of training at Yinghua Academy prior to attending full staff workshops. New teachers will have small group training provided by mentor teachers and or administration on reading instruction, classroom management, resources and materials.

Grade Level / Department Meetings

Teacher leaders at Yinghua Academy facilitate weekly grade level / department meetings and professional development that focus on increasing reading proficiency, lesson planning and specific teaching strategies. Grade level teams analyze data and student work to inform both student learning and instructional effectiveness with the aim of increasing student achievement.

PLC's

The focus of our PLC groups during the 2016-2017 school year will be vertical and horizontal curriculum alignment. Groups will work collaboratively to develop clear and consistent expectations for student learning across, as well as within, all subjects and grades.

Workshops

Yinghua Academy will have four additional days throughout the school year for professional development, October 7, December 2, March 31 and April 14.

Curriculum and Instruction System

Curriculum

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Curriculum Resources

- My First Chinese Words
- I Love Chinese
- Singapore Reading Series

English

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Curriculum Resources

- Scott Foresman Reading Street (2013)
- Reading A-Z
- Orton – Gillingham
- Accelerated Reader

Support System For EL Learners

Yinghua Academy currently uses a variety of assessments based on developmentally appropriate measures to identify students as EL. The assessments provide detailed information on students’ reading, writing, speaking and listening skills.

Students identified as EL learners will either be monitored and or receive direct instruction. Progress is monitored by classroom teachers, EL teachers and administration through classroom based assessments, NWEA and Accelerated Reader. Specific EL curriculum materials and interventions, used to develop and enhance language skills, will be updated as needed or developed on-site.

Communication System for Annual Reporting

The literacy plan developed by Yinghua Academy will be posted on the school’s website. Data for the school will be sent to the Minnesota Department of Education Commissioner.