

Minnesota READ Act Literacy Plan

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

For

Yinghua Academy (4140-07)

Date Submitted to the State 06/12/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Yinghua Academy (4140-07). 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 \(2025\).](#)

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1. Read Act Goals

District or Charter School Literacy Goals

Yinghua Academy (4140-07)'s literacy goal(s) for the 2025-26 school year:

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.

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

Yinghua has implemented the mnMTSS model for instruction. Infrastructure that Supports Continuous Improvement: Yinghua Academy fosters a collaborative educational environment with a structured daily schedule, including small group learning for personalized instruction. The curriculum emphasizes English reading using UFLI Interventions and Singapore Math, supported by IXL. Continuous improvement is driven by weekly data meetings, academic team planning, and assessments to align instructional strategies.

Family and Community Engagement: The family engagement plan promotes clear communication through reading screening letters, regular parent meetings, and timely emails about academic services, evaluations, and student achievements. This partnership keeps families informed and involved in student progress. **Assessment:** Yinghua uses a variety of assessments to meet student needs in reading and math. Tools include mClass DIBELS 8th Edition, NWEA, STAR, UFLI diagnostics, and MCAs for reading, while math assessments include NWEA, IXL, and MCA. These guide instruction and identify intervention needs.

Data-Based Decision Making: Interventionists meet weekly to review data and make decisions. Tier II students are assessed weekly, and intervention plans are adjusted based on fluency scores and progress. This ensures responsive, skill-based instruction and keeps families engaged.

Multi-Layered Practices and Support: Yinghua's MnMTSS model provides tiered support: Tier 1 delivers a strong, grade-level curriculum; Tier 2 offers targeted small-group interventions; Tier 3 provides intensive, individualized support. This structure ensures every student receives the instruction needed to succeed.

The following describes how Yinghua Academy (4140-07)'s current student performance differs from the literacy goal detailed in the READ Act:

Absolute Proficiency Goal- Since this is the first year of the new MCA, we do not yet have our student results and therefore will need to wait until September to determine the results. However, the end of year NWEA scores show that 3rd graders at Yinghua Academy averaged in the 69th percentile. Last year at the same time 3rd graders averaged in the 60th percentile, indicating significant movement toward our goal. **Growth Goal:** While we do not have the growth data from the MCA, the NWEA indicates all grades fell into the highest growth category with an average median in the 66th percentile. The average achievement score for all students was in the 70th percentile in the Spring of 24-25 and in the 76th percentile in the Spring of 25-26, again indicating that our school positioned well to complete this goal.

Yinghua Academy (4140-07)'s literacy goal(s) for the 2026-27 school year:

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.

The Local Literacy Lead, Lori Magstadt, for Yinghua Academy (4140-07) has an FTE of .36

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

At Yinghua Academy, the District Literacy Lead and the English Academic Director are the same individual, which allows for direct and ongoing collaboration between literacy leadership and the school's leadership team. The Literacy Lead regularly engages with school leadership through scheduled leadership meetings, instructional planning discussions, and data review processes to ensure literacy goals align with the school's overall academic priorities.

The Literacy Lead collaborates with administrators, instructional coaches, intervention staff, and grade-level teams to analyze student literacy data, monitor progress toward literacy goals, and identify areas for instructional improvement. This includes reviewing screening and assessment data, discussing intervention effectiveness, and supporting the implementation of evidence-based literacy practices across grade levels.

The Literacy Lead also works closely with leadership to coordinate professional learning opportunities, support curriculum implementation, and ensure compliance with state literacy requirements. Through ongoing communication and shared decision-making, the Literacy Lead helps develop school-wide literacy initiatives, monitor their effectiveness,

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and make data-informed adjustments to improve student outcomes.

By serving as both the District Literacy Lead and English Academic Director, the role provides continuity between strategic planning and day-to-day instructional practices, ensuring that literacy improvement efforts remain a central focus of school leadership and are consistently communicated and implemented throughout the organization.

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

Yinghua Academy (4140-07) Local Literacy Plan is posted on the district website at

<https://www.yinghuaacademy.org/academics/our-curriculum/english-language-arts/>

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.

Yinghua Academy (4140-07) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Yinghua Academy (4140-07) 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
mCLASS with DIBELS 8th Edition	Kindergarten	Vendor Composites using vendor benchmarks	NWEA, STAR
	Grade 1	Vendor Composites using vendor benchmarks	NWEA, STAR
	Grade 2	Vendor Composites using vendor benchmarks	NWEA, STAR
	Grade 3	Vendor Composites using vendor benchmarks	NWEA, STAR

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

Yes

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 Yinghua Academy (4140-07) 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	District set benchmarks - Students who performed in the 45th percentile of below on the winter NWEA assessment in Reading.
	Grade 8	1 time per year	District set benchmarks - Students who performed in the 45th percentile of below on the winter NWEA assessment in Reading.
	Grade 5	1 time per year	District set benchmarks - Students who performed in the 45th percentile of below on the winter NWEA assessment in Reading.
	Grade 6	1 time per year	District set benchmarks - Students who performed in the 45th percentile of below on the winter NWEA assessment in Reading.
	Grade 7	1 time per year	District set benchmarks - Students who performed in the 45th percentile of below on the winter NWEA assessment in Reading.

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

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- 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

Yinghua Academy (4140-07) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Both required and recommended

Capti ReadBasix was used for progress monitoring:

No

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Yinghua Academy (4140-07) 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	111	69	112	42	108	37
1st	112	33	112	28	112	36
2nd	101	22	103	32	100	62
3rd	110	66	110	70	107	77

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 Yinghua Academy (4140-07) 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.

Yinghua Academy (4140-07) 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	108	60
1st	112	65
2nd	102	35
3rd	107	15

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

Yinghua Academy (4140-07) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Integrated: All students in Grades 2 and 3 were administered the Nonsense Word subtest

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Yinghua Academy (4140-07) 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	96	0	15	15	11	0
5th	103	0	10	10	7	0
6th	87	0	8	CTSTR	CTSTR	0
7th	68	0	7	CTSTR	CTSTR	0
8th	71	0	2	CTSTR	CTSTR	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.

Yinghua Academy (4140-07) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Yinghua Academy utilizes a multi-tiered system of support (MTSS) to ensure that evidence-based literacy instruction and interventions are matched to individual student needs. Universal screening, classroom assessment data, progress monitoring, and teacher observations are used to identify students who may require additional support and to determine the appropriate level of intervention.

Students participate in universal literacy screenings multiple times throughout the school year. Screening data is analyzed by classroom teachers, interventionists, and school leadership to identify students who are performing below benchmark expectations. Additional data sources, including formative classroom assessments, curriculum-based measures, reading proficiency assessments, writing samples, and teacher observations, are reviewed to develop a comprehensive understanding of each student's literacy strengths and areas for growth.

Students identified as needing additional support receive targeted interventions that are aligned to their specific skill deficits, such as phonological awareness, phonics, fluency, vocabulary, comprehension, or writing. Intervention groups are formed based on student data and are adjusted as needed to ensure instruction remains responsive to student progress. Evidence-based instructional practices and intervention programs are selected based on identified student needs and current literacy research.

Progress monitoring occurs regularly to measure student growth and evaluate the effectiveness of interventions. Student performance data is reviewed by teachers, intervention staff, and school leadership teams to determine whether students are making adequate progress toward literacy goals. Based on these data reviews, intervention intensity, group placement, instructional strategies, and supports may be adjusted to better meet student needs.

This ongoing cycle of screening, intervention, progress monitoring, and data analysis ensures that literacy instruction and interventions remain data-driven, evidence-based, and responsive to the needs of every student.

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

Yinghua Academy monitors the implementation and effectiveness of Tier 1 literacy instruction through a combination of classroom observations, instructional planning reviews, student performance data analysis, and collaborative professional learning. School leadership, instructional coaches, and teacher teams regularly review instructional practices to ensure that literacy instruction is aligned with curriculum expectations, state standards, and evidence-based practices outlined in the Read Act.

Teachers use common instructional frameworks, curricular resources, and assessment practices to provide consistent, high-quality literacy instruction across classrooms. Fidelity is monitored through classroom walkthroughs, formal and informal observations, collaborative planning meetings, and ongoing review of student achievement data. Feedback and coaching are provided to support continuous improvement and ensure instructional practices are implemented as intended.

Differentiation within Tier 1 instruction is guided by multiple sources of student data, including universal screening results, formative assessments, classroom performance, writing samples, and teacher observations. Teachers use this information to adjust instruction to meet the varying needs of learners through flexible grouping, targeted small-group instruction, scaffolded supports, enrichment opportunities, and individualized practice.

Grade-level teams and instructional staff regularly meet to review student data and identify students who may require additional support or enrichment within the core instructional setting. These collaborative discussions help ensure that all students have access to rigorous, grade-level literacy instruction while receiving the differentiated supports necessary for success.

Through ongoing monitoring of instructional fidelity and the intentional use of data-driven differentiation, Yinghua Academy works to ensure that Tier 1 instruction effectively meets the needs of all learners and provides a strong foundation for literacy development.

Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include: Yinghua Academy serves students in grades K-8 and utilizes a Multi-Tiered System of Supports (MTSS) framework to identify and provide literacy support for students who require instruction beyond the core literacy program. Decisions regarding placement into Tier 2 or Tier 3 interventions are based on multiple sources of data, including universal screening results, diagnostic assessments, classroom performance, progress-monitoring data, writing samples, and teacher observations. Student data is reviewed regularly by classroom teachers, intervention staff, and school leadership to ensure that instructional supports are aligned to individual student needs.

Yinghua Academy uses UFLI Foundations and UFLI intervention practices as the foundational literacy curriculum and intervention framework across all three tiers of instruction. This consistent approach allows students to receive evidence-based literacy instruction that is aligned across core instruction, supplemental intervention, and intensive

intervention settings. Students who demonstrate performance below benchmark expectations, exhibit skill deficits in foundational literacy areas, or show insufficient progress within differentiated Tier 1 instruction may be identified for Tier 2 intervention.

Tier 2 interventions are designed to provide targeted supplemental support in addition to core classroom instruction. Students receiving Tier 2 services participate in intervention sessions at least three times per week for a minimum of 20 minutes per session. Intervention groups are developed based on specific literacy skill needs, including phonemic awareness, phonics, decoding, fluency, vocabulary, and comprehension. Student progress is monitored bi-weekly using curriculum-based measures and other appropriate assessments to determine whether students are making adequate progress toward literacy goals. Intervention groups and instructional plans are adjusted based on progress-monitoring results.

Students may be considered for Tier 3 intervention when data indicate significant and persistent reading difficulties or when a student demonstrates limited response to Tier 2 interventions despite consistent participation and implementation of evidence-based supports. Tier 3 interventions provide increased intensity through smaller instructional groups, more individualized instruction, increased opportunities for practice and feedback, and more targeted intervention planning. Progress monitoring data, diagnostic assessments, and intervention performance are reviewed regularly to evaluate student growth and determine whether changes in instructional intensity or support are needed.

Through the ongoing cycle of screening, intervention, bi-weekly progress monitoring, and data review, Yinghua Academy ensures that students receive literacy instruction and intervention that is evidence-based, responsive to individual needs, and aligned with the requirements of Minnesota's Read Act.

Progress monitoring data collection for students in Tier 2 occurs:

Once every two weeks

Progress monitoring data collection for students in Tier 3 occurs:

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:

Yinghua Academy utilizes a data-driven progress monitoring process within its K-8 Multi-Tiered System of Supports (MTSS) framework to evaluate the effectiveness of reading interventions and determine when intensification or modification of services is necessary. Students receiving Tier 2 and Tier 3 reading interventions are progress monitored on a bi-weekly basis using curriculum-based measures aligned to their identified areas of need. Data is collected and reviewed by interventionists, classroom teachers, and school leadership to assess student growth and responsiveness to intervention.

The primary indicator used to evaluate intervention effectiveness is student growth in reading fluency. Bi-weekly progress monitoring data is analyzed to determine whether students are making adequate progress toward grade-level literacy benchmarks and individualized intervention goals. In addition to fluency data, staff may review other available information, including diagnostic assessment results, classroom performance, writing samples, and teacher observations to develop a comprehensive understanding of student progress.

When progress-monitoring data indicates that a student is making expected growth, the current intervention plan is maintained until the student demonstrates sufficient progress to reduce or discontinue intervention services. If a student demonstrates limited or inconsistent growth in reading fluency over multiple progress-monitoring cycles, the intervention team reviews the student's data to determine whether modifications are needed. Adjustments may include changes to instructional grouping, increased instructional intensity, additional intervention time, more individualized support, targeted focus on specific literacy skills, or movement from Tier 2 to Tier 3 intervention.

For students receiving Tier 3 services, progress-monitoring data is used to evaluate the effectiveness of intensive interventions and determine whether further instructional adjustments are necessary. Intervention staff regularly review student performance trends to ensure that interventions remain responsive to student needs and aligned with evidence-based literacy practices, including the use of UFLI instructional routines.

This ongoing cycle of bi-weekly progress monitoring, data analysis, and instructional decision-making ensures that reading interventions are responsive, evidence-based, and appropriately intensified or modified when students are not demonstrating sufficient growth, particularly in the critical area of reading fluency.

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

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Yinghua Academy serves students in grades K-8 and utilizes a data-based decision-making process to determine when students are ready to exit Tier 2 or Tier 3 reading intervention services. Decisions regarding exit from intervention are made through a review of multiple sources of data, including universal screening results, progress-monitoring data, classroom performance, teacher observations, and overall literacy achievement.

The primary criterion for exiting intervention services is student performance on the NWEA Measures of Academic Progress (MAP) Reading assessment. Students are generally considered eligible to graduate from Tier 2 or Tier 3 reading intervention when they score above the 35th percentile on the winter or spring NWEA Reading assessment and demonstrate the literacy skills necessary to be successful within core Tier 1 instruction. NWEA data is used as the primary indicator because it provides a nationally normed measure of student reading achievement and growth.

In addition to NWEA performance, the intervention team reviews bi-weekly progress-monitoring data, classroom assessment results, and teacher feedback to ensure that students have demonstrated sustained growth and can successfully access grade-level literacy instruction without supplemental intervention support. Students should demonstrate consistent progress in targeted literacy skills, including reading fluency, decoding, comprehension, and other identified areas of need.

For students receiving Tier 2 services, exit decisions are typically made when data indicates that the student has met intervention goals, demonstrated sustained progress, and achieved benchmark performance on screening measures. For students receiving Tier 3 services, the intervention team conducts a comprehensive review of student data to determine whether the student can successfully transition to Tier 1 instruction alone or whether a less intensive level of support, such as Tier 2 intervention, is appropriate.

Because Yinghua Academy serves students in grades K-8, the same overall exit criteria and decision-making process are used across all grade levels. Intervention staff, classroom teachers, and school leadership collaborate to review student data and make informed decisions regarding intervention exits. Following graduation from intervention services, student performance continues to be monitored through universal screenings, classroom assessments, and ongoing classroom performance to ensure continued success within the core instructional program.

This process ensures that intervention decisions are data-driven, consistent, and focused on providing students with the appropriate level of support needed to achieve long-term literacy success.

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 Yinghua Academy (4140-07) 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	3 times per year	Digital messaging
Grade 1	3 times per year	Digital messaging
Grade 2	3 times per year	Digital messaging
Grade 3	3 times per year	Digital messaging
Grade 4	3 times per year	Digital messaging
Grade 5	3 times per year	Digital messaging
Grade 6	3 times per year	Digital messaging
Grade 7	3 times per year	Digital messaging
Grade 8	3 times per year	Digital messaging

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 Yinghua Academy (4140-07), 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
UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	Grade 2	40
	Foundational	Grade 3	40

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: Yinghua Academy selected its Tier 1 literacy resources through a review process grounded in alignment to the science of reading, Minnesota Read Act requirements, consistency across grade levels, and the needs of a Mandarin immersion program. School leadership and literacy staff evaluated programs for evidence-based instructional design, clear scope and sequence, ease of implementation, and alignment between Tier 1 instruction and Tier 2/3 interventions. For English literacy, UFLI Foundations was selected due to its explicit, systematic instruction in phonemic awareness, phonics, decoding, encoding, and fluency, with a consistent structure that supports alignment across grade levels and intervention tiers. In Kindergarten and Grade 1, literacy instruction is primarily in Mandarin using My First Chinese Words and I Love Chinese for foundational skills, and Singapore Reading Series and iChinese Reader for vocabulary, oral language, and comprehension development. In Grades 2-3, students transition to UFLI Foundations for English reading while continuing Mandarin literacy development through Singapore Reading Series, iChinese Reader, CommonLit, authentic literature, and Core Knowledge-informed curriculum. In Grades 4-8, literacy instruction emphasizes vocabulary, morphology, grammar, fluency, comprehension, and disciplinary literacy through authentic Chinese texts, Shurley Grammar, school-developed morphology instruction, Singapore Reading Series, iChinese Reader, CommonLit, and Core Knowledge-aligned curriculum. Yinghua Academy continues to use student data and literacy research to evaluate and refine instructional resources to ensure they remain evidence-based and aligned with biliteracy goals. The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: Yinghua Academy's selection and implementation of Tier 1 literacy resources occurred through a phased, collaborative process led by school leadership, the English Academic Director, and instructional staff. The process began with a review of Minnesota Read Act requirements and literacy research to identify evidence-based programs aligned with the

science of reading and the needs of a Mandarin immersion model. Programs were evaluated for explicit and systematic instruction, clear scope and sequence, and alignment with intervention systems. UFLI Foundations was selected as the core English literacy resource due to its strong evidence base and ability to align directly with Tier 2 and Tier 3 interventions. In parallel, Mandarin literacy resources (My First Chinese Words, I Love Chinese, Singapore Reading Series, and iChinese Reader) were reviewed and retained for use in Kindergarten and Grade 1 to support biliteracy development. Implementation occurred in stages, beginning with Grades 2-3, with training provided to staff on UFLI scope, sequence, and lesson delivery. Over time, implementation expanded and was refined using student data, classroom observation, and staff feedback to strengthen vertical alignment across grade levels. Ongoing professional development and collaborative planning support fidelity and consistency, and the school continues to refine implementation annually based on student outcomes and instructional needs.

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 Yinghua Academy (4140-07) 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	Grade 2	22
	Tier 2 & 3	Grade 3	22

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Yinghua Academy (4140-07) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$73,850

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

\$73,850

READ Act Literacy Aid

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

Yinghua Academy (4140-07) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$30,218

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

\$30,218

The plan to spend down the remaining funds are as follows:

Teacher Compensation

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.

Yinghua Academy (4140-07) is using the following approved Phase 1 professional development program(s):

- Core OL and LA

Date of expected completion for Phase 1 Professional Development:

06/01/2025

Synchronous professional development sessions were facilitated by:

Vendor Provided Facilitator

Yinghua Academy (4140-07) is using the following approved Phase 2 professional development program(s):

- CORE OLLA Secondary

Date of expected completion of Phase 2 Professional Development:

11/30/2026

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:

Currently, all K-3 English Reading teachers have completed Phase 1 CORE OLLA and 80% proficiency or higher and Phase 2 teachers started June 1, 2026. In the future, if we have teachers who do not complete the approved training, we will work with the teacher and our Regional Literacy Network to create a plan to ensure all of our teachers are well trained in the Science of Reading.

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:

Yinghua Academy collects multiple forms of fidelity data to ensure that K-8 teachers implement systematic, sequential, explicit, and diagnostic evidence-based literacy instruction aligned with the science of reading and Minnesota Read Act requirements. Fidelity is monitored through instructional walkthroughs, lesson plan reviews, collaborative planning checks, student work analysis, and student achievement data. School leadership, the English Academic Director, and instructional coaches conduct regular classroom observations using a common literacy framework that looks for explicit modeling, guided practice, cumulative review, and adherence to a clear instructional scope and sequence, particularly within UFLI Foundations in Grades 2-8. Lesson plan reviews ensure alignment with UFLI pacing guides, inclusion of explicit instructional components (phonemic awareness, phonics, decoding, encoding, and fluency), and differentiation based on diagnostic student data. Teachers are expected to use assessment data to form flexible groups and adjust instruction, and fidelity checks confirm that instructional decisions are data-informed. Student progress-monitoring data, including bi-weekly fluency measures in intervention settings, classroom formative assessments, and universal

screening results, are reviewed to determine whether instruction is producing expected growth. When students do not show adequate progress, leadership teams analyze both student data and instructional fidelity to determine needed adjustments in implementation, grouping, or instructional intensity. Grade-level and intervention team meetings further support fidelity by requiring teachers to analyze data, reflect on instructional effectiveness, and document instructional changes based on student needs, ensuring instruction remains diagnostic and responsive. Ongoing professional development and coaching cycles reinforce expectations for explicit and systematic instruction, with coaches providing feedback on lesson delivery, pacing, modeling, and adherence to instructional sequence. Together, these multiple sources of fidelity data ensure consistent, high-quality literacy instruction across K-8 that is systematic, explicit, and responsive to student learning needs.

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:

Yinghua Academy implements a structured coaching and feedback system to support K-8 teachers in delivering systematic, sequential, explicit, and diagnostic evidence-based literacy instruction. Coaching is directly informed by fidelity data collected through classroom walkthroughs, lesson plan reviews, student work analysis, and bi-weekly progress-monitoring results. The English Academic Director and instructional coaches review this data regularly to identify instructional strengths and areas for growth across classrooms and grade levels. Based on these findings, coaching is delivered through targeted feedback cycles, co-planning sessions, model lessons, and in-the-moment coaching during instruction. When fidelity data indicates gaps in explicit instruction or alignment to the scope and sequence-particularly within UFLI Foundations-coaches provide specific feedback focused on improving modeling, guided practice, corrective feedback, and systematic progression of skills. Student progress-monitoring data, including fluency measures and formative assessments, is used in coaching conversations to connect instructional practice to student outcomes. When students are not demonstrating expected growth, coaches and teachers collaboratively analyze both fidelity and student data to determine instructional adjustments such as grouping changes, pacing modifications, or increased intervention intensity. Grade-level and intervention team meetings also function as coaching structures by providing regular opportunities to review data trends, reflect on instructional effectiveness, and collaboratively plan next steps. Ongoing professional development is aligned with coaching observations and fidelity data to reinforce consistent implementation of explicit instructional routines, diagnostic use of assessment data, and effective differentiation within Tier 1 instruction. Through this continuous cycle of data-informed coaching, collaboration, and professional learning, Yinghua Academy ensures high-quality, evidence-based literacy instruction across all K-8 classrooms.

The following changes in instructional practices have impacted students:

Yinghua Academy's shift toward more systematic, sequential, explicit, and diagnostic literacy instruction has resulted in measurable improvements in K-8 student outcomes, particularly in foundational reading skills and overall reading proficiency. The implementation of UFLI Foundations as a consistent Tier 1 and intervention-aligned program has strengthened instruction in phonemic awareness, phonics, decoding, encoding, and fluency, leading to more predictable skill progression and improved student response to instruction. Bi-weekly fluency progress-monitoring data

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from Tier 2 and Tier 3 interventions shows increased rates of student growth over time, with more students meeting or exceeding expected growth trajectories after instruction became more explicitly structured and aligned to a clear scope and sequence. In addition, universal screening data demonstrates improved benchmark performance across multiple grade levels, with a higher percentage of students moving from below benchmark to at or above benchmark status in reading. A key indicator of impact is the increase in students successfully exiting intervention services, supported by sustained fluency growth and improved performance on NWEA Reading assessments, with the main criterion for graduation being performance above the 35th percentile on winter or spring MAP Reading. Teachers report that the use of diagnostic assessment data to guide instruction has improved their ability to target specific skill deficits and adjust instruction in real time, resulting in more efficient and effective intervention. Grade-level collaboration and data-based instructional adjustments have also contributed to stronger Tier 1 instruction, reducing the number of students requiring intensive support over time. Collectively, these changes have led to stronger foundational reading skills, increased reading fluency, and improved overall literacy outcomes for students across K-8, as evidenced by both progress-monitoring trends and standardized assessment results.

Yinghua Academy (4140-07) has implemented the following professional development and support for teachers around culturally responsive literacy practices:

Yinghua Academy implements culturally responsive practices through its Mandarin immersion model, curriculum choices, and ongoing professional learning to ensure literacy instruction is both rigorous and culturally sustaining. As a bilingual school, Yinghua intentionally integrates culturally relevant and authentic texts in both Mandarin and English to build background knowledge, vocabulary, and comprehension in meaningful contexts. Resources such as the Singapore Reading Series, iChinese Reader, and selected texts from China and Singapore provide students with access to culturally rich content, while English instruction incorporates diverse texts through CommonLit and Core Knowledge-aligned materials that expose students to a wide range of perspectives and experiences. Teachers are supported in implementing culturally responsive literacy practices through ongoing professional development, collaborative planning, and instructional coaching focused on leveraging students' linguistic and cultural assets, building prior knowledge, and increasing engagement through relevant content. Coaching and grade-level collaboration support teachers in selecting texts and designing lessons that are both culturally responsive and aligned with evidence-based literacy practices. Teachers are also encouraged to incorporate student voice, cultural background knowledge, and family engagement into instruction to strengthen relevance and connection to learning. Family communication practices further support cultural responsiveness by fostering strong partnerships and honoring the linguistic and cultural diversity of the school community. Through curriculum design, coaching, collaboration, and professional learning, Yinghua Academy ensures that culturally responsive practices are embedded in literacy instruction and that teachers are supported in delivering instruction that affirms student identity while maintaining high expectations for literacy achievement.

Yinghua Academy (4140-07) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead 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):

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Yinghua Academy will provide ongoing literacy-focused professional development aligned to the strands of the ELA Standards-reading, writing, and exchanging ideas-to strengthen implementation of evidence-based instruction across K-8. PD will focus on deepening teacher understanding of structured literacy, including systematic phonics instruction (UFLI Foundations), fluency development, vocabulary and morphology instruction, and comprehension strategies aligned to the reading strand. Writing-focused training will support explicit instruction in sentence construction, grammar, composition, and text-based writing using tools such as Shurley Grammar and Core Knowledge-aligned writing tasks. For exchanging ideas, PD will emphasize academic discourse routines, structured discussion protocols, and strategies to support oral language development in both Mandarin and English, consistent with the school's immersion model. Additional professional development will include data-driven instruction, use of diagnostic assessments to inform teaching, and culturally responsive literacy practices. These opportunities will be delivered through workshops, coaching cycles, collaborative planning, and ongoing job-embedded support to ensure consistent, high-quality literacy instruction across all classrooms.

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)	2	0	1	1
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	1	1	0	0
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	3	2	0	0
K-12 Teachers holding English as a second language licenses	1	1	0	0
K-12 Reading Intervention Teachers	1	1	0	0
K-12 Special Education educators responsible for foundational reading instruction	5	5	0	0
Pre-K through grade five Curriculum Directors	1	1	0	0

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Employees who select literacy instructional materials for grades pre-K through grade five	1	1	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	1	3	1
Teachers who provide reading instruction to students in dual language immersion programs	10	1	3	1
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	1	1	0	0
Grades 6-12 Curriculum Directors	1	1	0	0
Grades 6-12 instructional support staff who provide reading support	1	1	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).

1

The PSLT was provided by:

Regional Literacy Network

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.

Yinghua Academy (4140-07) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

Yes

Yinghua Academy (4140-07) has participated in MDE MnMTSS professional learning:

No

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.

Yinghua Academy (4140-07) does include a DLI Program

The following table displays Yinghua Academy (4140-07)'s DLI partner languages and the school sites that serve DLI students in each grades K-12.

Dual Language Sites K-12

Partner Language	Name of School Site	Grade	Percent of Students in Partner Language
Chinese	Yinghua Academy	Kindergarten	100
		Grade 1	100
		Grade 2	100
		Grade 3	100
		Grade 4	100
		Grade 5	100
		Grade 6	100
		Grade 7	100
		Grade 8	100

The following table displays the literacy screening tools used in Yinghua Academy (4140-07)'s DLI program by language and grade.

Literacy Screening Tools K-12

Literacy Screening	Grade Screened	Name of Partner English Screening Tool	Partner Language Screening Tool (Language)
English	Kindergarten	mCLASS with DIBELS 8th Edition	Internally Made Assessment
	Grade 1	mCLASS with DIBELS 8th Edition	Internally Made Assessment
	Grade 2	mCLASS with DIBELS 8th Edition	Internally Made Assessment
	Grade 3	mCLASS with DIBELS 8th Edition	Internally Made Assessment
	Grade 4	Capti ReadBasix	Internally Made Assessment

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English	Grade 5	Capti ReadBasix	Internally Made Assessment
	Grade 6	Capti ReadBasix	Internally Made Assessment
	Grade 7	Capti ReadBasix	Internally Made Assessment
	Grade 8	Capti ReadBasix	Internally Made Assessment

The following table displays the number of students in Yinghua Academy (4140-07)'s DLI program(s) who were screened for literacy skills in grades K-3 and the number reading at or above benchmark in spring.

DLI Student Screening Counts Grades K-3

Grade	Number of Students in DLI Program(s)	Number of Students Screened	Number of Students Reading at or Above Benchmark in Spring
Kindergarten	110	110	38
1st	112	112	36
2nd	103	103	54
3rd	108	108	77

The following table displays the number of students in Yinghua Academy (4140-07)'s DLI program(s) who were screened for literacy skills in grades 4-12, the number identified as not reading at grade level and the number opted out of screening.

DLI Student Screening Counts Grades 4-12

Grade	Number of Students in DLI Program(s)	Number of Students Screened	Number Identified as Not Reading At Grade Level	Number of Students Opted Out of Screening
4th	96	95	11	0
5th	103	102	14	0
6th	87	86	7	0
7th	68	66	4	0
8th	71	70	3	0
9th	0	0	0	0
10th	0	0	0	0
11th	0	0	0	0

12th	0	0	0	0
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