



FOUNDATIONAL LITERACY SKILLS PLAN

Prepared by Memphis Merit Academy Charter School

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Memphis Merit Academy Charter School
Foundational Literacy Plan

SEE [Rubric](#)

Daily Foundational Skills Instructional Time

Please see the attached daily schedule overview and detailed schedule of foundational literacy skills instruction.

Memphis Merit Academy Charter School utilizes a combination of UnCommon Schools curriculum and supplemented by Expeditionary Learning. Both curriculums are aligned with TN State standards. Each UnCommon lesson plan has the aligned TN standard that is addressed in each lesson for Grades K-2. In EL each module in grades K-2 is composed of two one-hour blocks of content-based literacy (Module Lessons and K-2 Labs) and the third hour of structured phonics (K-2 Reading Foundations Skills Block). Together, these three hours of curriculum teach and formally assess all strands of the Language Arts standards for each grade level.

In each of their literacy rotations students are engaged in foundational literacy skills appropriate to their grade band. Students engage in a combination of phonemic awareness practices during the Lifelong Readers oral drill. Students are explicitly taught letters, sounds, blends, digraphs, word families, and other phonemes to allow them to be successful in decoding text. After the introduction of the skill and/or sounds they practice with fluency sentences and reading stories that are infused with the same skills to allow them to apply their decoding skills. After reading they are asked to define key vocabulary and answer text centered comprehension questions after reading.

In their second small group they focus heavily on grade level standards mastery. Students are given a do now prior to the lesson, during the lesson students are listening and reading grade level text. They are looking at key vocabulary, practicing their fluent reading, and then asked comprehension questions to follow. At the end of each lesson teachers give an exit ticket aligned to the standard to assess mastery after the group is done. Students also are engaged in Guided Reading twice a week where they are given text directly on their reading levels to mastery their decoding skills and fluently read at grade level. A combination of comprehension questions and teacher guided prompting allow for the students to sharpen comprehension skills and show they understood what they have read.



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Artifact 1.Grades K-2 Master Schedule

Minutes	Time		
5	7:10-7:15		Staff Check-in
30	7:15-7:30		Staff Huddle
20	7:30-7:50		Arrival
5	7:50-8:00		Morning Motivation
5	8:00-8:05		Transition
45	8:05-8:50		Academic Enrichment/ RTI
5	8:50-8:55		Transition to HR
40	8:55-9:35		Literacy Block Rotation 1
40	9:35-10:15		Literacy Block Rotation 2
40	10:15-10:55		Literacy Block Rotation 3
60	10:55-11:55		Enrichment
3	11:55-11:58		Transition
30	11:58-12:28		Lunch
120	12:28-2:28		Math
20	2:28-2:48		Read Aloud
30	2:48-3:18		Writing
20	3:18-3:38		Character Development
2	3:38-3:40		Homework/Folders/Backpack
20	3:40-4:00		Dismissal



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Instructional Schedule Breakdown K-2

K-2 Literacy Block Breakdown	
One classroom of 30 students will be broken into small groups of 10 students each. Students will transition through 3-40 minute rotations Monday through Friday. They will have a total of 120 minutes per day.	
40 min	<p>Rotation 1: <u>Direct Small Group Instruction: Reading Comprehension/Guided Reading:</u></p> <p>-10 min oral (Orton-Gillingham): letter names & sounds, leveled sight words, blends & digraphs, word families, vowel teams, etc. -30 min: small group instruction M T F Reading Comprehension: Reading comp. Strategy introduced, student practice, academic feedback given, exit ticket connected to grade level standards and vocabulary practice</p> <p>W Th: Guided Reading: Students practice decoding strategies and apply comprehension strategies to a book one level above current reading level. Prompting and feedback given to improve reading accuracy, rate & fluency.</p>
40 min	<p>Rotation 2: <u>Direct Phonics Instruction:</u></p> <p>-15 min oral drill (Orton-Gillingham): letter names & sounds, leveled sight words, blends & digraphs, word families, vowel teams, etc.</p> <p>-25 min phonics lesson from Life Long Readers curriculum and Orton Gillingham: targeted letters and sounds, sight words, then reading fluency in a decodable text to correspond to sounds studied.</p>
40 min	<p>Rotation 3: Independent/Blended Learning Platform:</p> <p>-40 min: Rotation of Lexia Core5, iReady ELA, and printed Lexia reteach skills practice activities targeted to their deficient area.</p>



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Artifact 2. Grades 3-5 Master Schedule

**MMA currently enrolls K-3 for the 2021-2022 school year.*

Memphis Merit Academy Charter School utilizes a combination of UnCommon Schools curriculum and supplemented by Expeditionary Learning. Both curriculums are aligned with TN State standards. Each UnCommon lesson plan has the aligned TN standard that is addressed in each lesson for Grades 3-5. In EL each module in our grades 3-5 curriculum consists of two one-hour blocks of content-based literacy instruction. Together, these two hours of curriculum teach and formally assess all strands of the Language Arts standards for each grade level.

In one of their literacy rotations they focus heavily on grade level standards mastery based in informational text. Each day they are working with grade level nonfiction text, discussing text features, content specific vocabulary, and writing in response to text. As they write in response to text they are provided with academic feedback focused on comprehension of content, spelling, & grammar. Students are given a do now prior to the lesson, during the lesson students are listening and reading grade level text, then are given an exit ticket to assess standards mastery at the end of each rotation.

In their second small group they focus heavily on grade level standards mastery in fiction. Students are given a do now prior to the lesson, during the lesson students are listening and reading grade level text. They are looking at key vocabulary, practicing their fluent reading, and then asked comprehension questions to follow. At the end of each lesson teachers give an exit ticket aligned to the standard to assess mastery after the group is done. Beginning in 3rd grade and then continuing through 4th and 5th grades students will shift from traditional guided reading to novel studies where teachers prep with a text based approach. Looking to see the variety of standards that are addressed in each of the books. A combination of comprehension questions and teacher guided prompting allow for the students to sharpen comprehension skills and show they understand what they have read. After reading, students will respond to text. As they write in response to text they are provided with academic feedback focused on comprehension of content, spelling, & grammar.



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20	7:30-7:50		Arrival
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40	8:55-9:35		Literacy Block Rotation 1
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40	10:15-10:55		Literacy Block Rotation 3
60	10:55-11:55		Enrichment
3	11:55-11:58		Transition
30	11:58-12:28		Lunch
120	12:28-2:28		Math
20	2:28-2:48		Close Reading
30	2:48-3:18		Writing
20	3:18-3:38		Character Development
2	3:38-3:40		Homework/Folders/Backpack
20	3:40-4:00		Dismissal



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Instructional Schedule Breakdown 3-5*

**MMA currently enrolls K-3 for the 2021-2022 school year.*

Grade 3-5 Literacy Block Breakdown	
One classroom of 30 students will be broken into small groups of 10 students each. Students will transition through 3-40 minute rotations Monday through Friday. They will have a total of 120 minutes per day.	
40 min	<p><u>Direct Small Group Instruction: Reading Comprehension/Guided Reading:</u></p> <p>-10 min oral (Orton-Gillingham): letter names & sounds, leveled sight words, blends & digraphs, word families, vowel teams, and spelling, etc. *as needed</p> <p>-30 min: small group instruction M T F Reading Comprehension: Narrative Text: Strategy introduced, student practice, academic feedback given, exit ticket connected to grade level standards</p> <p>40 min: W Th: Guided Reading: Students practice decoding strategies and apply comprehension strategies to a book one level above current reading level. Prompting and feedback given to improve reading accuracy, rate & fluency. Writing in response to the text read independently. Focus on silent reading strategies.</p>
40 min	<p><u>Informational Text:</u></p> <p>-40 min: text features, reading to be informed, applying knowledge to writing, summarizing, close reading, main idea, etc. Complete exit ticket aligned to grade level standards mastery</p>
40 min	<p>Independent/Blended Learning Platform:</p> <p>-40 min: Rotation of Lexia Core5, iReady ELA, and mappers to reteach skills targeted to their deficient area.</p>



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Adopted Foundational Skills Instructional Materials

Grade K-2 curriculum choice

Memphis Merit Academy Charter School leverages Uncommon Schools curriculum (waiver approved with 2018 charter application to Shelby County Schools) supplemented by Expeditionary Learning by Learnzillion for grades K-5. Memphis Merit Academy Charter School will leverage IMSE, Institute for Multi-Sensory Education, for Orton Gillingham foundational literacy skills training and instruction. Memphis Merit Academy will also utilize I-Ready and I-Ready Toolbox for reading intervention instruction.

Grade 3-5 curriculum choice

Memphis Merit Academy Charter School leverages Uncommon Schools curriculum (waiver approved with 2018 charter application to Shelby County Schools) supplemented by Expeditionary Learning by Learnzillion for grades K-5. Memphis Merit Academy Charter School will leverage IMSE, Institute for Multi-Sensory Education, for Orton Gillingham foundational literacy skills training and instruction.

Universal Reading Screener

The Universal Reading Screener selected is EasyCBM Universal Screener. This screener assesses students in the following reading areas: letter names, letter sounds, phonemic segmenting, comprehension, word reading fluency, and passage reading fluency.

In alignment with Tennessee's RTI framework, we will administer the NWEA MAP to K-8 students three times per year (Fall, Winter, Spring). We will use a triangulation of data to determine Tier groups for RTI2 placement and use, NWEA, and easyCBM to compare data for placement of our students in the RTI2 model. We review the easyCBM benchmark data within one week of administration; students performing at or below the 24th percentile in one or more areas will then receive further assessment with easyCBM so that we can determine scholar placement of Tiers for instruction and intervention. MMA will monitor scholar reading levels through the administration of STEP, Strategic Teaching and Evaluation of Progress at least 4 times per year.

MMA's Approach to Dyslexia Screening Process

Step 1. MMA will administer NWEA, a nationally normed assessment, as a part of the universal screening process three times a year. In addition, MMA will administer EasyCBM to further triangulate data and determine student deficiencies and areas of focus for intervention. The assessment areas will also include assessment of basic reading, reading fluency, and written expression.



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Step 2. MMA RTI2 data team will consider the results of the NWEA skills-based universal screener in comparison to STEP, other classroom- based assessments, teacher observations, grades, formative assessments, summative assessments, and other relevant family medical history or information. MMA will consider any additional requests for screenings for

Step 3. MMA RTI2 data team will identify “at risk”: students based on the multiple sources of data, survey level and/or diagnostic assessments to determine student intervention needs. The assessments will measure phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming, and encoding skills.

Step 4-5. RTI2 team makes decisions about interventions, accommodations, and etc. Parent notification will be made after the screening process and the intervention plan with Tiered Instruction will be implemented based on student deficit areas associated with the characteristics of dyslexia.

RTI2 Reading Intervention Structure

Intervention Schedules. Memphis Merit Academy students receive hybrid instruction - both direct and computer based RTI Instruction, Monday through Friday. Tier II students receive 30 minutes of skills targeted instruction and Tier III students receive 45 minutes. See the following intervention schedules below:

Artifact 3a. INTERVENTION SCHEDULE -Tier I Core Instructional Time Requirements

	K-2	3-5
Language Arts	170 minutes daily 120 min. Literacy Block (uninterrupted) 30 min Writing 20 Read Aloud	170 minutes daily 120 min. Literacy Block (uninterrupted) 30 min Writing 20 Close Reading
Math	120 min. Daily	120 min. Daily



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Artifact 3b. INTERVENTION SCHEDULE -Tier II and III Core Instructional Time Requirements

	Frequency/Duration	Computer Intervention Time	Small Group Intervention Time	Progress Monitoring
Tier 2 10th-24th percentile	30 min per day 5 days per week	90 minutes/week Three 30 min sessions	60 minutes/week Two 30 minute sessions	Bi Weekly
Tier 3 0-9th percentile	45 min per day 5 days per week	90 minutes/week Two 45 min sessions	135 minutes/week Three 45 minute sessions	Weekly

Tier 2 and Tier 3 scholars will receive intervention with the following ratios:

Tier 2 and 3 Intervention Ratios

Grade Levels	Tier 2 Teacher to Student Ratio	Tier 3 Teacher to Student Ratio
K-5	1:8	1:5

Evidence-Based Curriculum. The evidence-based intervention being used is an Orton-Gillingham based curriculum provided through IMSE, Institute for Multi-sensory Education, I-Ready teacher toolbox, and I-Ready digital platform for reading. IMSE's Orton-Gillingham program allows children to break down how and why letters and words sound the way they do. Using multiple senses, children can better understand the rules of the English language. i-Ready Learning is a collection of rigorous reading and mathematics instructional resources designed to address every student's learning needs, accelerate growth, and enable all students to access grade-level learning. The curriculum is divided into specific phonological skills and intervention is delivered based on student specific deficit area in Tier II or Tier III. Tier II students receive 30 minutes of targeted deficit skill instruction. Tier III students receive 45 minutes of specific deficit area instruction.

Progress Monitoring and Addressing Student Deficits. The Orton-Gillingham curriculum being implemented is focused on the following skills: letter recognition, letter sounds, phonological awareness, decoding skills, vowel team, blends and digraph recognition, word reading fluency, writing and expression, reading fluency and accuracy applying decoding skills. This is in alignment with the deficit areas (letter names, letter sounds, phoneme segmenting, word reading fluency, passage reading fluency)



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being progress monitored through EasyCBM. Progress monitoring will occur bi-weekly for Tier II and weekly for Tier 3.

Data Team Structure. The RTI2 data team consists of the following members: RTI2 Chairperson, Tier 2 and 3 teachers, Head of School, Instructional Facilitator, Instructional Coach, Dean of Student Support (SPED), and school psychologist. RTI2 Data Team tracks progress monitoring data weekly through EasyCBM and determines next steps for scholars based on performance in intervention. . If students are operating below the 10th percentile consistently for a time exceeding four weeks, the team considers altering the following: changing interventionist delivering instruction, time of day student is being progress monitored or instruction is being delivered, and instructional tier (i.e a reduction in Tier is a change in number of students per group and amount of time on targeted skills increases from 30 minutes to 45 minutes).

Description of Support for At Risk Students

Students identified as at risk for significant reading deficiency engage in the following amounts of reading intervention daily based on reading skill deficits identified through the Universal Screening process and receive the following instruction:

1. Tier II: 30 minutes per day
2. Tier III: 45 minutes per day
3. Additional Targeted Intervention focused on Foundational Literacy Skills
4. Edgenuity -digital platform focused on literacy based on student deficits
5. After School tutoring provided by licensed teachers

MMA uses Orton Gillingham as a research based intervention that uses a multi-sensory approach while focusing on developing phonological awareness. MMA's Tiers of Instruction are differentiated on several levels: intensity of instruction, amount of time, teacher ratio, and level of progress monitoring.

When delivering instruction MMA uses direct instruction of lessons from I-Ready Toolbox and IMSE lessons to deliver intervention for Reading and Math. Teachers will utilize the online platform, teacher toolbox resources, in combination with the strategies gained from Orton Gillingham training through IMSE to ensure survey level instruction for all tiered instruction. Both I-Ready and IMSE provide regular practice in foundational literacy skills and reading comprehension on the daily basis in small groups. These programs will provide opportunities for teachers to address individual scholar reading levels based on nationally normed assessments and universal screeners. Scholars will engage in regular practice with complex text and academic vocabulary while applying foundational literacy skills in all lessons. The RTI2 data team will meet monthly to review progress monitoring data for all scholars in all Tiers of instruction.



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In addition to RTI, students will be participating in additional targeted intervention small groups based on identified deficit areas each day. Interventionists will use a combination of IMSE, Edgenuity, Reading Mastery and Life Long Readers to address the needs of the students.

Parent Notification Plan (Home Literacy Reports)

After each universal reading screener, parents are given a parent letter detailing: their scholars' reading specific deficit area(s) and what that entails. Parents receive parent communication monthly around the progress of their students' gains during a 4 week period. Parents receive, every 5-6 weeks, student progress around Tier I literacy instruction being measured by the STEP assessment. Parents are provided a letter that details: student STEP level and how it correlates to being below, at, or above grade level and specifics on what parents can do at home to support students in literacy.

Memphis Merit Academy Charter School notifies scholars in kindergarten through 3rd grade (and will continue as grades are added to the school) of "at risk" status or identification of concern for reading deficiency (demonstrating mastery of skills from 0-25th percentile and classified as Tier II or Tier 3 in RTI2 for reading) at the summation of the universal screening process in the form of the parent letter and notification on the scholar's progress report and report cards. The parent letter will utilize parent friendly language, provide resources, and next steps for supporting their scholar on their individual reading level. MMA parents are informed in this letter of their child's reading level, deficiencies, plan of action for the school to support their child and resources to support their child at home. We emphasize to each family the importance of third grade reading proficiency. We explain children who are reading on grade level by third grade are more likely to graduate from high school, enter and complete post-secondary programs, and remain gainfully employed later in life. MMA is dedicated to providing each child with the support they need to reach these outcomes.



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Artifact 4. Parent Notification Letter for Grades K-3

Student Name: _____ Date: _____

Re: Placement in RTI2 for Reading K-3

Dear Parent/Guardian,

We have recently completed benchmark testing at Memphis Merit Academy Charter School. This test is given three times during the school year: Fall (August), Winter (December), and Spring (March/May). The benchmark test is designed to identify whether your child is performing on grade level in reading or if your child needs additional help with reading skills.

Based on the results from the most recent benchmark, your child will receive intervention in reading for the rest of the school year. This means that your child will work on basic reading skills, including comprehension and writing, in a small group setting with a qualified instructor.

Based on your child's performance on the benchmark your child has been identified as needing help in the following areas:

- Letter names (the alphabet)
- Letter sounds/Word parts (phonological awareness)
- Sounding out words (decoding)
- Reading words and sentences in the same way you speak (fluency)
- Spelling

Third grade is an important marker for reading proficiency. Children who are reading on grade level by third grade are more likely to graduate from high school, enter and complete post-secondary programs, and remain gainfully employed later in life. We are dedicated to providing your child with the support they need to reach these outcomes and small group instruction is a great opportunity to target the specific gaps in reading skills your child is experiencing.

Currently your child is reading at the following STEP level:

<u>Kindergarten</u>	<u>First Grade</u>	<u>Second Grade</u>	<u>Third Grade</u>
<input type="checkbox"/> Before STEP	<input type="checkbox"/> STEP 4	<input type="checkbox"/> STEP 7	<input type="checkbox"/> STEP 10
<input type="checkbox"/> Pre-STEP	<input type="checkbox"/> STEP 5	<input type="checkbox"/> STEP 8	<input type="checkbox"/> STEP 11
<input type="checkbox"/> STEP 1	<input type="checkbox"/> STEP 6	<input type="checkbox"/> STEP 9	<input type="checkbox"/> STEP 12
<input type="checkbox"/> STEP 2			
<input type="checkbox"/> STEP 3			



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Based on your child's benchmark and current STEP Level, you can also help your child with these skills at home! Here are a few suggestions for ways to support your child's literacy skills at home:

- Read a book together every day
- Ask questions while reading to your child to help develop deeper understanding.
 - What do you think will happen next?
 - Tell me about your favorite part of the story.
 - What is this story about?
 - What happened in the story?
- Play a rhyming game: Pick a word your child knows, for example, ball. Model several words that rhyme with ball (fall, tall, small). Have your child continue this rhyme.
- Practice sounding out words and talking about letters and sounds
- Complete weekly lifework packet
- Practice reading the same words and stories over and over to build fluency'
- [Additional STEP Aligned resources](#)

Both RTI and the "Say Dyslexia" legislation are in place to support your child's success and growth. Please contact your school to learn more about the additional supports and resources that are available to you.

Reports on your child's progress will/have been sent to you at least every four and a half weeks. In addition, this reporting will continue and also be updated as a note on your child's report card/progress reports related to RTI2 progress under the notes section. Some dyslexia-specific resources for parents are as follows:

IDA Dyslexia Basics:

<https://dyslexiaida.org/dyslexia-basics/>

<https://app.box.com/s/zflmi0e4a6xjt7tey3i9pw8nrmezftaw> (in Spanish)

Kids Health Factsheet:

<http://kidshealth.org/en/parents/dyslexia-factsheet.html>

Understanding Dyslexia: (NCLD)

<https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/dyslexia/understanding-dyslexia#item0>



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We are committed to your child's academic success and are glad to have the opportunity to provide your child with the necessary instruction and support. Please contact your child's school for more information or if you have additional questions or concerns.

Memphis Merit Academy Charter School is committed to your child's academic success and we are glad to have the opportunity to provide your child with the necessary instruction and support he or she may need. You will receive reports on your child's progress at least every four and a half weeks. Please contact us for more information or if you have additional questions or concerns at 901-617-3690.

Sincerely,

Lakenna Booker
Head of School



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Artifact 5. Parent Notification Letter for Grades 4-5

Student Name: _____ Date: _____

Re: Placement inf RTI2 for Reading 4-5

Dear Parent/Guardian,

We have recently completed benchmark testing at Memphis Merit Academy Charter School. This test is given three times during the school year: Fall (August), Winter (December), and Spring (March/May). The benchmark test is designed to identify whether your child is performing on grade level in reading or if your child needs additional help with reading skills.

Based on the results from the most recent benchmark, your child will receive intervention in reading for the rest of the school year. This means that your child will work on basic reading skills, including comprehension and writing, in a small group setting with a qualified instructor.

Based on your child's performance on the benchmark your child has been identified as needing help in the following areas:

- Letter names (the alphabet)
- Letter sounds/Word parts (phonological awareness)
- Sounding out words (decoding)
- Reading words and sentences in the same way you speak (fluency)
- Spelling
- Passage Reading Fluency
- Grade Level Vocabulary
- Reading Comprehension

Third grade is an important marker for reading proficiency. Children who are reading on grade level by third grade are more likely to graduate from high school, enter and complete post-secondary programs, and remain gainfully employed later in life. We are dedicated to providing your child with the support they need to reach these outcomes and small group instruction is a great opportunity to target the specific gaps in reading skills your child is experiencing.



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Currently your child is reading at the following STEP level:

<u>Kindergarten</u>	<u>First Grade</u>	<u>Second Grade</u>	<u>Third Grade</u>	<u>Fourth/Fifth Grade:</u>
<input type="checkbox"/> Before STEP <input type="checkbox"/> Pre-STEP <input type="checkbox"/> STEP 1 <input type="checkbox"/> STEP 2 <input type="checkbox"/> STEP 3	<input type="checkbox"/> STEP 4 <input type="checkbox"/> STEP 5 <input type="checkbox"/> STEP 6	<input type="checkbox"/> STEP 7 <input type="checkbox"/> STEP 8 <input type="checkbox"/> STEP 9	<input type="checkbox"/> STEP 10 <input type="checkbox"/> STEP 11 <input type="checkbox"/> STEP 12	<input type="checkbox"/> Achieved STEP 12

Based on your child’s benchmark and current STEP Level, you can also help your child with these skills at home! Here are a few suggestions for ways to support your child’s literacy skills at home:

- Read a book together every day
- Ask questions while reading to your child to help develop deeper understanding.
 - What do you think will happen next?
 - Tell me about your favorite part of the story.
 - What is this story about?
 - What happened in the story?
- Play a rhyming game: Pick a word your child knows, for example, ball. Model several words that rhyme with ball (fall, tall, small). Have your child continue this rhyme.
- Practice sounding out words and talking about letters and sounds
- Complete weekly lifework packet
- Practice reading the same words and stories over and over to build fluency
- [Additional STEP Aligned resources](#)

Both RTI and the “Say Dyslexia” legislation are in place to support your child’s success and growth. Please contact your school to learn more about the additional supports and resources that are available to you.

Reports on your child’s progress will/have been sent to you at least every four and a half weeks. In addition, this reporting will continue and also be updated as a note on your child’s report card/progress reports related to RTI2 progress under the notes section. Some dyslexia-specific resources for parents are as follows:

IDA Dyslexia Basics:

<https://dyslexiaida.org/dyslexia-basics/>

<https://app.box.com/s/zflmi0e4a6xjt7tey3i9pw8nrmezftaw> (in Spanish)

Kids Health Factsheet:

<http://kidshealth.org/en/parents/dyslexia-factsheet.html>



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Understanding Dyslexia: (NCLD)

<https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/dyslexia/understanding-dyslexia#item0>

We are committed to your child's academic success and are glad to have the opportunity to provide your child with the necessary instruction and support. Please contact your child's school for more information or if you have additional questions or concerns.

Memphis Merit Academy Charter School is committed to your child's academic success and we are glad to have the opportunity to provide your child with the necessary instruction and support he or she may need. You will receive reports on your child's progress at least every four and a half weeks. Please contact us for more information or if you have additional questions or concerns at 901-617-3690.

Sincerely,

Lakenna Booker



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PD Plan for Teachers

All Lead Teachers K-5 are enrolled in the Reading 360 training through the state of TN on foundational skills beginning summer 2021. All K-3 (4-5 in future years) will complete Week 1 virtually and Week 2 in person through resources provided by Reading360 Initiative, 35 hours of IMSE Orton Gillingham training, 16 hours of STEP literacy training provided by the University of Chicago beginning summer 2021, and internal professional development on foundational literacy skills based on Great Habits, Great Readers by Paul Bambrick, A. Settles, and J.Worrell, and Lifelong Readers led by Emily Hoefling.

Memphis Merit Academy instructional leadership team will conduct ongoing support to teachers in foundational literacy. Additionally, all teachers will participate in STEP (Strategic Teaching and Evaluation of Progress) Training to align with MMA assessment windows at least 4 times per year to deepen knowledge on reading for K-3 and learn what strategies to implement to allow them to be successful. To support RTI2 teaching all RTI teachers will engage in Orton Gillingham training through IMSE this summer.

Moreover, teachers will engage in weekly planning and data team meetings to continue to develop their skills in foundational literacy strategies. Teachers will practice and plan to incorporate strategies to improve literacy instruction.

Artifact 6a. PD Calendar

July 2021				
Monday	Tuesday	Wednesday	Thursday	Friday
5	6	7	8 School Mission & Vision Team Building Assessment	9 Taxonomies, Staff Handbook, Compliance Drills, School Operations
12 Culture, Taxonomies, Routines, and Procedures	13 Math Instruction, Taxonomies, Lesson Plans Lesson Internalization	14 Math Instruction (CGI - led by D, Fuentes) TeachBack Protocols	15 Literacy Instruction (Great Habits, Great Readers) Read Aloud, Reading Comprehension),	16 Literacy Instruction (Great Habits Routines, Lesson Plans) Strategic Teaching and Evaluation of



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			<p>Strategic Teaching and Evaluation of Progress (STEP) Literacy Assessment Training (led by UChicago)</p> <p>Lifelong Readers Phonics Instruction Training</p>	<p>Progress (STEP) Literacy Assessment Training (led by UChicago)</p> <p>Lifelong Readers Phonics Instruction Training</p>
<p>19 Orton Gillingham Training by: IMSE (phonological awareness, phonemic awareness, phonics, fluency, and vocabulary)</p> <p>8am-3pm</p>	<p>20 Orton Gillingham Training by: IMSE (phonological awareness, phonemic awareness, phonics, fluency, and vocabulary)</p> <p>8am-3pm</p>	<p>21 Orton Gillingham Training by: IMSE (phonological awareness, phonemic awareness, phonics, fluency, and vocabulary)</p> <p>8am-3pm</p>	<p>22 Orton Gillingham Training by: IMSE (phonological awareness, phonemic awareness, phonics, fluency, and vocabulary)</p> <p>8am-3pm</p>	<p>23 Orton Gillingham Training by: IMSE (phonological awareness, phonemic awareness, phonics, fluency, and vocabulary)</p> <p>8am-3pm</p>
<p>26 RT12 (Structure, Lesson, Compliance), Special Pops,</p> <p>RT12 Benchmarking and Universal Screening</p>	<p>27 Special Populations and Foundational Literacy Skills , Behavior Intervention</p> <p>RT12 Benchmarking and Universal Screening</p>	<p>28 Special Populations and Foundational Literacy Skills , Behavior Intervention</p> <p>RT12 Benchmarking and Universal Screening</p>	<p>29 Blended Learning and Literacy (Lexia, iReady, and Edgenuity)</p> <p>RT12 Benchmarking and Universal Screening</p>	<p>30 Blended Learning STEM (Edgenuity, I-Ready, Mappers)</p> <p>RT12 Benchmarking and Universal Screening</p>
August 2021				
2	3	4 Intake Round for STEP literacy assessment K, 1 NWEA	5 Intake Round for STEP literacy assessment 2nd NWEA	6 Intake Round for STEP literacy assessment 3rd NWEA



Memphis Merit Academy Charter School
Foundational Literacy Plan

Artifact 6b. PD Calendar

Date	Professional Development
April-May 2021	Reading 360 Early Literacy Training Week 1 -Online self-paced modules for all lead teachers in the building.
July 2021	Reading 360 Early Literacy Training Week 2 -In person training to gain knowledge and build on the understanding developed in Week 1. Orton Gillingham Training -
August 2021-May 2022	Weekly Data Team and Planning sessions by grade level begin: -Led by the instructional leaders in the building to develop teachers content knowledge and make aligned instructional shifts. -Utilize the Getting Better Faster Rubric and Protocols shared through the Relay Graduate School teachers will engage in the sessions using a predetermined protocol or planning and data team meetings.
September 2021	Analysis of Fall benchmark Data in RTI data team meeting -RTI2 Data Team will meet and analyze
September 2021	STEP Training: After Round 1
November 2021	STEP Training: After Round 2
January 2022	STEP Training: After Round 3
January 2022	Analysis of Winter benchmark Data in RTI data team meeting
March 2022	STEP Training: After Round 4
May 2022	STEP Training: After Round 5
April-May 2022	Reading 360 Early Literacy Training Week 1
May 2022	Analysis of Spring benchmark Data in RTI data team meeting: use data to inform summer school and next year curriculum planning