

# Gateway District Literacy Action Plan

September 28, 2018  
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# Summation of Literacy Audit Process

2017-2018

- Information was gathered via 'feedback' forms from all constituencies on programming, resources, assessments, and professional development at the elementary and secondary level.
- Both the quantitative data and qualitative responses were analyzed
- Followed up by on-site observations at each school and grade level
- Noted that faculty, administrators, and specialists were transparent, responsive, and thorough.

# Summation of Literacy Audit Findings-Elementary

## Programming:

- A diversity of variable literacy programming across literacy strands
- An RTI (Response to Intervention Model) with limited skill-based phonics instruction at the K-2 grade levels for Tier 1 whole class instruction
- The model in K-2 was a mini-lesson supported by Center-based instruction
- Dedicated :85 minutes ELA blocks with an additional :30 minute RTI block
- A block approach combining ELA and subject areas was followed in 4th/5th
- While a love of reading is promoted, writing and comprehension supported with authentic tasks, skill-based phonics instruction is not consistent and fragmented.
- Due to a high rate of attrition, turnover, and retirement, formalized professional development is sporadic.

# Summation of Literacy Audit-Elementary

## Data

- A target RTI profile would be: Students in the high-risk (Tier 3)-5%, Somewhat at risk (Tier 2)-15%, On target (Tier 1)-80%
- Dibels and benchmark data indicate that an inordinate number of students by 2nd grade are either in the somewhat or high risk category
- By 4th and 5th grade, the gap is beginning to close, however these two classifications of students equal approximately 28%
- Closing the gap earlier will result in fewer referrals to Special Education
- Gaps in learning occur which widen as students approach middle and high school where remediation is more difficult due to the content demands. This can emotionally take its toll and negatively impact learning.
- Current district MCAS data supports this literacy initiative. According to 2018 ELA data, 51% of third grade students met or exceeded expectations, 64% of fourth graders, and 49% of fifth grade students.

# A Pressing Concern

- While Gateway students over-all align with the state average, 53% of children in Massachusetts are not reading on grade level by third grade.
- Massachusetts has the 3rd highest gap in reading proficiency between high and low income students in the United States (source: [everychildreads.ma.org](http://everychildreads.ma.org))
- Teaching reading is rocket science” in the words of Louisa Moats, a preeminent leader and advocate in this field.”
- It is a complex, multi-layered skill which takes highly trained and intuitive teachers.
- The Gateway school district has dedicated teachers who are invested in not wanting to let students fail.

# Literacy Audit Findings-Secondary

- Professional development is variable
- Targeted remedial intervention is challenged by content and academic demands
- Remediation is integrated in an 'Academic Support' setting
- Meeting the needs of students with widely varying abilities in the academic classrooms
- A skill-based deficit or a low level reader is accommodated with modifications, but not specifically remediated.
- Scheduling is a challenge if another skill-based support class is added.
- A universal screener is not in place to identify low level readers.

# Summation of Year 1 - Elementary

2018-2019

What we have done:

- Elementary Two Day K-2 Evidence-based Phonics-based training
- An individualized Curricular Scope and Sequence
- Purchase of Curricular Resources and manipulatives to support
- Team Planning and Professional Development relative to implementation
- Teacher and student buy-in and engagement
- Inclusion Model for Tier 1 and 2 Whole Class and Small Group Instruction
- On-site observations
- Creation of a shared Google Document for dialogue, planning, shared resources, and to build an 'institutional record'
- Hiring of a literacy coach to guide, facilitate, model and be available as a resource.

# Summation of Year 1-Elementary

## Will be doing:

- Overview of Initial Phonics Program presented to 3-5
- Development of a strong K-2 Tier 1 team who are actively engaged in the process of curriculum development, refinement, and implementation of a skill-based phonics approach
- Open lines of communication with Special educators and specialists
- Refinement of the RTI Referral Process to include progress monitoring, and targeted intervention strategies
- Development of an evaluative process to measure success/pitfalls and inform Year 2
- Begin to explore grant-funded opportunities

# Summation of Year 1-Secondary

What we have done:

- 2 day linguistics training
- Purchase of evidence-based curriculum materials for Special Educators and ELA/SS team(s)
- Purchase of a Universal Screener (Grade) to be administered to identified at-risk students for literacy
- Beginning vertical team discussion regarding implementation

# Summation of Year 1-Secondary

Will be doing:

- Professional Development Training for the Universal Screening
- Ongoing team discussions regarding implementation
- Special Education model alignment
- Explore full inclusion co-teach model with appropriate rigorous content to augment pull-out specialized instruction

# Projected Year 2-Literacy Action Plan

2019-2020

- Advanced Phonics Training for grades 3-5
- Development of an implementation plan for 3-5
- Refinement of the K-2 curriculum and delivery model
- Integration of Tier 3 supports and specialists
- A structured way to integrate para professionals
- A universal screener for all MS and HS students to ensure that no at-risk student is not identified
- Begin to develop an in-house Literacy Leadership Team at both the elementary and secondary levels
- Further literacy training for identified individuals

## Year 2-Literacy Action Plan Cont'd

- Develop a targeted remedial model at the secondary level
- Differentiated Instruction PD for secondary faculty relative to strategies for low level readers/writers ability to access the curriculum
- Community and Family Involvement (seminar/workshop series)
- Literacy Coach split between Elementary and secondary
- Initiate a longitudinal study to chart student engagement, progress monitoring, and number of referrals (qualitative and quantitative data)
- Begin to develop a sustainable district model
- Continue to explore grant opportunities

# Year 3-Literacy Action Plan

2020-2021

- Refinement and integration of the K-5 Scope and Sequence to ensure continuity and effectiveness
- Ongoing development of an elementary-wide model-digital access to resources
- Implementation of a Universal Screener for Pre-K early identification
- School-sponsored community-wide literacy Pre-K screening at a local library
- Develop a self-evaluative model to determine sustainability
- Initiate an RTI model for secondary
- Promote increased ownership of a Literacy Program across grade level teams and between elementary schools and secondary
- Continue with Literacy training of identified 'key' individuals
- Continued Community and Family Involvement (seminar/workshop series)
- Continue with pursuit of targeted grant-writing opportunities
- Literacy Coach split between elementary and secondary

# Year 4-Literacy Action Plan

2021-2022

- Identify targeted PD needs for additional literacy strands at the elementary and secondary levels
- Further development of an RTI model for secondary
- Refine and develop a sustainable model and site-specific wholistic curriculum
- Have Literacy-based 'Team Experts' and those with advanced training serve as liaisons and involvement with PD
- Develop a system of mentorship
- Develop a plan for ongoing PD for new faculty
- Continue with Community and Family Involvement (Workshop and Seminar Series)
- Continued Pursuit of grant-funded opportunities
- Increased ownership of the Literacy-based program

# Year 5-Literacy Action Plan

2022-2023

- Finalize longitudinal study and publish results
- Develop a long-term plan to support ongoing literacy efforts and sustainability
- Have an identified literacy trainer on staff who has advanced training
- Aptitude Screening for MS and HS Students
- Explore unique site-specific vocational and artisanal residencies
- Explore grant-funded opportunities for maintenance

# Strategic Literacy Action Plan 5 Year Budget

Year 1	\$38,000.00
Year 2	\$55,000 .00
Year 3	\$50,000.00
Year 4	\$45,000.00
Year 5	\$40,000.00
TOTAL	\$228,000.00