

# Chevak School Content Literacy Inquiry, April 2009

Chevak is the single school in the  
Kashunamiut School District.

Student Pop.: 320 K-12

School Staff: 36 Admin: 7

Certified: 26 Classified: 21

Board Members: 5



## Inquiry Question:

How can continuity be established across grade levels and content areas to enhance content literacy?

## What is your process/strategy?

I wrote a five page report to the Kashunamiut School District Board about my concerns recommendations to keep Reading Apprentice (RA) alive. I recommend hiring an educational consultant to write curriculum embedded with RA strategies. I am developing a survey to give to the instructional staff to determine what strategies are being used to teach reading comprehension. I am inviting staff members to join the AEIN Reading Mini-network and attend the RA E-luminate sessions.

## How has your logic model worked?

Mary McMahon (2000-2001) implemented a Reading Program, Reading Apprentice (RA), at Chevak in grades four to twelve. This program provided the teachers with a common language and instructional practice to teach reading comprehension. Reading Apprentice was supported by the administration, and incoming teachers were all trained in it prior to coming to Chevak. On-going training was provided to the whole staff throughout the year during in-service. In the 2007-08 academic school year, there was a major turnover in administration, and RA took a back burner. Presently, the new staff and administration does not know what RA is.

## How do you know?

The instructional continuity across grade levels had a positive impact on the students' state assessments. By the 2006-07 academic school year, Chevak made AYP.

**Put picture or graph here!** I have not yet gathered data.

## What impact did engagement in a network have on your school improvement efforts?

If it were not for the support of AEIN and the RA mini-network, I don't think I would have taken on the role of trying to keep the RA Program alive in Chevak. I strongly believe that RA needs to be implemented across grade levels and content areas to positively impact academic literacy in Chevak.

## Describe how the roles and responsibilities of leadership have become visible:..

**a. at Chevak?** The original in-house facilitators for RA at Chevak have both moved. The program was weakened by the lack of administration support the previous year, now without in-house instructional support, the program really fizzled. Initially, I supported the program by implementing the strategies in my class. I knew that if I did not step up as a leader, the program would die.

**b. across the AEIN Network?** The SF RA Conference provided network opportunities reuniting teachers across the nation, which revitalized my commitments to the program.

