

“Health and Learning”



*The Chariton Community School District is located in south central Iowa serving students who live in Lucas County. Columbus Elementary serves kindergarten through second grade students, and Van Allen Elementary serves upper elementary students in grades three through five. From 2003-2006 both buildings participated in Reading First with the district covering the costs for fourth and fifth grade teachers from the district's general funds.*  
~ by Fran McVeigh

### The Reading First Grant

Our district [Chariton CSD] was eligible for this grant because 37% of the fourth grade students were not achieving proficiency in reading comprehension according to Iowa Tests of Basic Skills. In

the state of Iowa, 31 districts were eligible for the first round of Reading First grants. Fifteen of those school districts were noted as high priority due to the poverty levels of the communities served, including Chariton.

We have implemented a Comprehensive Reading Program (*Comprehensive Reading Program for Kindergarten through Third Grade, Appendix A, Application for Local Reading Improvement Grants Kindergarten through Grade 3, Iowa Department of Education*). A Comprehensive Reading Program means a high-quality reading program of classroom instruction for all children and intervention for children at risk of reading difficulty or failure that;

- is built on scientifically based research;
- includes instructional content for the five essential components of reading instruction (phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension);
- includes explicit instruction, coordinated instructional sequences, and ample teacher-directed application, guided practice, and independent practice;
- includes instructional content that is aligned with grade level standards and benchmarks;

- uses instructional materials that are aligned with the five essential components of reading instruction and grade level standards, benchmarks, and instructional goals;
- provides more than **90** minutes of uninterrupted reading instruction per day;
- includes screening and diagnostic assessments for identifying and diagnosing individual student instructional needs, and,
- includes classroom-based assessments for frequent, ongoing monitoring of student progress.

### The Leadership Team

The Leadership Team for the Chariton Community School District has representatives from each grade level/area. The number of meetings and amount of time that the leadership team has met are included in the following chart which also lists the number of sessions and total professional development time each year. This time does **not** include the weekly grade level collaboration meetings. The goal of professional development is to increase student reading achievement by enabling and ensuring the implementation of the Comprehensive Reading Program which has required an enormous time commitment from the staff and administrators.

Technical assistance and support from the AEA 15 Reading

*Reading First - continued from page 1*

Specialist has included: theory, demonstrations, practice in the workshop, school-based collaborative planning and practice, coaching, additional demonstrations and practice in the workplace, collection and analysis, and study of teacher implementation and student performance data.

**Our Journey**

In the spring of 2003 an analysis of our existing data led us to begin with a focus on fluency in the form of: Readers' Theater, Choral Reading, Partner Reading, Repeated Reading, and Cumulative Reading. We also implemented Nonfiction Read Alouds with an increase in nonfiction texts. The second year continued with an emphasis on fluency and the addition of the Picture Word Inductive Model (PWIM) that we aligned with our science and social studies standards and benchmarks. In our third year we began working on vocabulary implementation, with a continued emphasis on explicit instruction in fluency, and PWIM. Our student performance data and the number of performance benchmarks met are both indicators that our comprehensive reading program and our students have been successful.

<b>2003-2006 Chariton Reading First Summary of Actions</b>				
<b>Year</b>	<b>Professional Development</b>	<b>Leadership Team</b>	<b>Professional Development Units of Study</b>	<b>Implementation Studies</b>
<b>2003-04</b>	12 sessions for 46.5 hours  <b>Met 13/15 Benchmarks</b>	16 meetings for 91 hours	Comprehensive Reading Program Introduction to: Phonemic Awareness, Phonics, Fluency, Vocabulary, & Comprehension Access to Print Data Analysis IA PD Model <b>Fluency*</b> Nonfiction Read Aloud	Fiction/Nonfiction Classroom Balance  #1 Fluency # 2 Fluency # 3 Fluency
<b>2004-05</b>	15 sessions for 47 hours  <b>Met 27/28 Benchmarks</b>	11 meetings for 46 hours	Access to Print <b>PWIM (Picture Word Inductive Model)*</b> <b>Fluency*</b> Nonfiction Read Alouds Composing Think Alouds Comprehensive Reading Program Using Data to Inform Instruction	Fiction/Nonfiction Classroom Balance  NF Read Aloud #1 PWIM NF Read Aloud # 2 PWIM Fluency
<b>2005-06</b>	12 sessions for 53.5 hours  <b>Met 37/40 Benchmarks</b>	12 meetings for 38 hours	Access to Print <b>Vocabulary*</b> <b>PWIM*</b> <b>Explicit Instruction in Fluency*</b> Explicit Instruction in Nonfiction Read Alouds Interventions	Fiction/Nonfiction Classroom Balance  NF Read Aloud #1 PWIM NF Read Aloud # 2 PWIM Fluency

**\* Major focus for Professional Development and Teacher Observations**

*Fran McVeigh is an AEA reading specialist. Questions or comments can be directed to Alan R. Miller, Columbus Elementary principal at millera@aea15.k12.ia.us.*