

FROM GOOD TO GREAT



With the Success for All middle program,
an Arizona school has kicked
reading achievement into high gear.

THE CHALLENGE

Students at Cloves C. Campbell Senior Elementary School in Arizona's Roosevelt School District performed reasonably well in 2007, but educators knew that the students could meet even higher expectations with the right support. So, in 2008, representatives from the school visited neighboring Alhambra School District to see Success for All Foundation's middle school reading program, the Reading Edge, in action. This visit convinced Cloves C. Campbell to get its own edge.

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JANICE PALMER, SFA Facilitator



THE SOLUTION

The SFA middle school approach is centered on the Reading Edge, a program that addresses the broad range of reading achievement at the middle school level by accommodating beginning through eighth-grade reading levels. Students at the higher levels develop their comprehension strategies using a variety of narrative and expository texts, while students at the lower levels work on expanding basic foundational skills.

In SFA classes, students with varying skill levels are assigned to cooperative-learning groups. The faculty and administration of Cloves C. Campbell used this to their advantage, particularly for the school's special-education population.

According to Karolyn Grafton, the special-education teacher for grades 7 and 8, the Reading Edge helped her struggling students improve quickly: "Breaking the questions down and having the lower-level students discuss it with more advanced students, it improves their confidence. I'll make sure to call on them so they can give an answer."

The professional development offered as part of program implementation has enhanced the ability of Cloves C. Campbell staff to help those students who are struggling with reading. School staff members are particularly impressed with the work of SFAF point coaches, who conduct quarterly walkthroughs, work collaboratively with teachers to set goals, and address existing issues to ensure effective implementation.

"With other programs, it's 'thanks for buying our books, and you're on your own,'" says SFA facilitator Janice Palmer. "The SFAF point coaches, with their walkthroughs, have been incredibly supportive. They are so energetic and positive."

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KAROLYN GRAFTON, Special Education Teacher

THE RESULTS

Since implementing the program in 2009, Cloves C. Campbell has seen its test results go from good to great. In 2010, 75% of the school's students had become proficient on the Arizona's Instrument to Measure Standards (AIMS) test. The results are on par with the state average, despite Cloves C. Campbell's 80% free- and reduced-price lunch population, which is 40% higher than the state overall.

SFA's ongoing professional development is needed to ensure continuous improvement in Cloves C. Campbell, where changes in the elementary-school feeder system over a year have resulted in 153 new students within the

school's overall population of 195 students. As well, cuts to the school budget increased classroom size to nearly 30 students.

According to Grafton, these challenges have made the streamlined teaching strategies of the Reading Edge program even more essential to maintaining student performance: "We've adopted point coaches' advice and have made cooperative-learning instruction our own. We're taking the structure of an SFA lesson and using it for social studies and science."

Adds Palmer: "We want to continually improve and, as a staff, make sure we have an excelling school."



FOUNDED IN 1987, the nonprofit Success for All Foundation is dedicated to ensuring that every child, from pre-kindergarten to grade 8, becomes proficient in reading and learning – opening up new doors for a lifetime of achievement. Not only has SFA been proven time and again to help with student reading ability and math performance, it also addresses non-academic concerns, improving behavior, attendance and parental involvement. Please contact us for more information.

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