

CHANGE IS THE ONLY CONSTANT



A Texas school consistently posts
high reading scores despite
a high student turnover.

WE GET TONS OF E-MAIL FROM FORMER PARENTS HERE SAYING WE MISS SUCCESS FOR ALL.

TERRY LEIJA, Principal

stay for only two years before their parents' next transfer. Change is always looming on the horizon.

THE SOLUTION

Lackland has worked with SFA for more than a decade to meet the challenges of dealing with students from all over the world shuffling in and out of enrollment –the school is lucky

THE CHALLENGE

One of the strengths of the Success for All model is that it builds continuity into the academic program. If students start using SFA programs in kindergarten, it is far more likely that they will become successful readers as they progress through elementary school and beyond.

Lackland Elementary, a SFA school located within the U.S. Air Force Base in Lackland, Texas, does not have the luxury of continuity: most of their students

to have a small group of students make it from kindergarten to third grade. Given this brief window, Lackland teachers and administrators have to continually monitor the effectiveness of their approach.

“The data piece of SFA is huge,” says Miles Payne, Lackland’s facilitator. “You use it to try and get the most out of your students.”

SFAF’s data-analysis portion uses six to eight classroom metrics along with several nonacademic metrics, such as attendance and disciplinary citations, to determine which intervention methods will best help struggling students. To ensure that teachers employ these metrics effectively, Lackland conducts professional-development meetings once or twice a month.

“PLCs [professional learning communities] should be focused instead of broad,” says Payne. “And when someone is still not comfortable with a part of a lesson, they go watch a colleague teach it in the classroom.”

According to Lackland principal Terry Leija, the ability to monitor student progress with metrics, coupled with a professional-development program that helps teachers to determine the right interventions, separates SFA from the previous instructional



THE DATA PIECE OF SFA IS HUGE. YOU CAN USE IT TO TRY AND GET THE MOST OUT OF YOUR STUDENTS

MILES PAYNE, SFA Facilitator

approaches used by Lackland. “Before, we spread ourselves thin,” he says. “It was like spraying Pam everywhere trying to find a solution.”

THE RESULTS

The SFA approach has worked well for Lackland and its transitory student population. The percentage of students reading at or above grade has hovered in the upper 90s for a decade. “We get tons of email from former parents here saying, ‘We miss SFA,’” says Leija.

Key to success is constantly reviewing and fine-tuning the program. “You have to work hard and be consistent,” says Payne. “Continually re-examine the program and make sure its fidelity is intact.”

Perhaps the most tell-tale sign of the program’s success at Lackland is the lack of discipline issues during classes in the beginning of the day during the SFA reading block. “For the first 90 minutes, the principal’s office is quiet,” says Leija.



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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