BREAUX BRIDGE — Breaux Bridge Elementary School has been named as a visitation site by Johns Hopkins University for its Success For All accelerated reading program for the remainder of the 1998-99 school year, announced Principal Alvin Jones.

The nomination means educators from across the country will be traveling to Breaux Bridge to see a success story in action, according to Dr. Nancy Madden of Johns Hopkins' Success For All Foundation.

"You are doing an excellent job of implementing the program and would be an outstanding school for others to visit," Madden wrote to Jones recently.

The reading scores of the students is the proof the program works, Jones said Tuesday.

"Before Success For All, we had 48 percent of our fourth graders not reading on grade level," Jones said. "We've dropped to 28 percent not on grade level — that means 72 percent of our fourth-graders are now reading successfully on their grade level, up from 52 percent in just 18 weeks."

The purpose of the Success For All program, Madden said Tuesday, is to ensure that every elementary school student will succeed in reading and that no student "falls between the cracks."

This successful model is currently in use in nearly 1,100 schools in 45 states, Madden said, and Breaux Bridge Elementary is at the forefront in the implementation of the program.

"It's amazing to see this program at work — everybody is pulling together, and we're proud that people see this school as a model," Jones said.

SFA provides 90 minutes of uninterrupted reading instruction every school day. A basic component of SFA is grouping students by their ability to read. A fourth-grader with exceptional reading ability, for instance, could be grouped with fifth-grade students.

Also, SFA restructures elementary schools in prevention, early intervention and finding solutions to learning problems. Schools are provided with curriculum material, training strategies for instruction, assessment, classroom management and one-on-one tutoring for children who need it as well as family support.

"Our staff believe in the new educational process and believe that standard practices can no longer exist, and that new ideas and traditions can be an integral part of the educational process," Jones said.

A supervisor with the St. Martin school system praised the work of Jones and his faculty in improving reading scores.